The Influence of Childhood Poverty On Life Chances- The Case of Academic Performance

The Honors Program
Senior Capstone Project
Katherine McCabe
Dr. Gregg Carter
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ABSTRACT

The purpose of this research is to explore, identify, and address how children who grow up in poverty face greater challenges in adulthood than those who grow up nonpoor. The two main areas of interest are the differentials of child well-being and school achievement. The daily hardships that poor children face include inadequate nutrition, fewer learning experiences, instability of residence, lower quality schools, exposure to environmental toxins, family violence, homelessness, dangerous streets, and less access to friends, services, and jobs. Through a literature review and analyses of a national probability data set on high school students, I demonstrate how growing up under these conditions yields significant disadvantages for poor children as they develop into adults. I contribute to this area of research by identifying important factors that mitigate the ill effects of childhood poverty on academic performance. The overall pattern in my findings reveals that childhood poverty need not be a "death sentence." More specifically, using a national probability sample on adolescent academic performance, I demonstrate that the generally strong negative correlation between childhood poverty and academic performance is lessened when poor children: (1) attend Catholic or private schools instead of public schools; (2) reside in intact two-parent families; (3) have a parent with high aspirations for academic achievement; (4) participate in extracurricular activities; (5) attend smaller schools (<1,000 students); (6) reduce television watching and video game playing to less than two hours per day; (7) increase their time on homework (to greater than eleven hours per week). Importantly, most of these findings do not stand up well when controls are made for race and ethnicity. More specifically, African American and Hispanic students tend to do poorer than their white counterparts and their poor performance is resistant to several of the contexts and characteristics that apply to their white counterparts.

INTRODUCTION

In the United States, minority students do not perform as well as their white counterparts. This is referred to as the achievement gap. According to the National Center for Education Statistics (NCES), in 2011 it was found that American fourth and eighth graders are performing more frequently at the proficient and advanced levels for both reading and math. Academic performance is also improving for racial groups including white, Hispanic, black, and Asian. When the scores for the different racial groups are compared, both black and Hispanic students disproportionately underperform compared to their white and Asian counterparts. Also, students who are eligible for free lunch – the low-SES students – consistently underperform compared to their more affluent counterparts by 50-60-percent (NCES, 2011, p.10). The following discussion attempts to explain why poverty has such a detrimental effect on the academic performance of students, particularly for minorities.

Poverty & Well-being

Childhood poverty is distinguishable from the broader conundrum of poverty because its focus is on the children; children who are born into poverty and thus cannot have possibly any influence on their status as impoverished. The two issues of poverty and childhood poverty do share similar predictors, indicators, and causes – as well as the difficulty in creating and implementing effective and meaningful agendas to mitigate and eventually eradicate poverty. The research compiled thus far shows that socioeconomic status and economic problems are useful in identifying those populations most at risk.

Much research has been done that demonstrates childhood poverty, and more specifically, chronic poverty, are associated with many significant disadvantages in adulthood. According to Wagmiller (2006), some of these disadvantages for poor children are lower achievement in school (including the level of education attained), more health problems, and poorer well-being (which covers self-esteem as well as health). Extended into adulthood, those who have experienced childhood poverty or poverty over a persistent period of time are more likely to

be underemployed or unemployed, earn less, and be poor as compared to their economically secure counterparts. The likelihood of such disadvantaged economic opportunity can be further evaluated by 1) determining how persistent the economic deprivation is, 2) if childhood poverty occurs earlier or later during adolescence, and 3) if the family's economic situation is changing, for better or for worse. These three distinctions are important to note. These factors all influence the likelihood and degree to which childhood poverty will restrict life opportunities (Wagmiller, 2006).

Family Context

Research has also been done about the extent to which the community environments influence the achievement and health of those who have lived through poverty and reached adulthood, as compared to the influence of the family's economic insecurity on life chances. In a study done by Wickrama and Noh (2010), they found that the significance of the community context was mediated by that of the family; thus, the family's economic position is critical in determining the economic advantage and opportunity of the children. They discovered several direct effects related to childhood poverty. First it was found that the level of educational attainment of the parents was directly linked to their children's level of educational attainment. Concerning health-related issues, "family poverty had long-term association with higher depressive symptoms in early adulthood" (Wickrama and Noh, 2010, p.896). An important factor and larger societal issue related to the achievement of children later in life is that of ineffective parenting and its significant influence. Ineffective parenting is defined by Wickrama and Noh (2010) as "uninvolved parenting or parental rejection" (p.896).

Haveman and Wolfe (1997) examine the variable of family income in its effect on the development of children. Family income is another commonly used factor used to measure poverty and is a strong component of socioeconomic status. They looked at how income influences children's achievement, health, and behavior – and found it is strongly associated with achievement and ability-related outcomes (as cited in Brooks-Gunn and Duncan, 1997).

Income also appears to have a stronger impact on the variables of achievement, health, and behavior earlier in childhood than later in adolescence. This is one example of how the timing and duration of poverty is significant in determining life chances as well.

Regarding the effect of income specifically on achievement and the development of children's abilities, the work of Haveman and Wolfe (1997) reveals that family poverty is associated with decreased cognitive ability, and that measures of IQ, verbal ability, and math ability all yield similar findings. The quality of the home environment was also found to affect cognitive outcomes. Home environment reflects the "opportunities for learning, the warmth of mother-child interactions, and the physical condition of the home" (Brooks-Gunn and Duncan, 1997, p.65). Home environment was found to account for a significant amount of the effects of income on cognitive outcomes. More generally, they report a significant positive association between income and the learning environment. Thus, children who grow up in families with higher income tend to have more beneficial learning environments and develop better cognitive abilities as compared to their poorer counterparts.

Another important aspect of income is the potential stress that it can produce in families when basic needs are not being met. This stress can manifest itself as conflict between parents and children. And this conflict can lead to patterns of harsher parenting that can then undermine the sensitive and developing sense of self-confidence of the child and their achievement (Brooks-Gunn and Duncan, 1997). Thus, family income can indirectly affect adolescent achievement because income is strongly related to economic stresses within a family, which in turn can affect children's achievement. Haveman and Wolfe (1997) also found that income was a powerful predictor of the number of years of school completed.

Family income has strong implications during early childhood, especially for achievement as opposed to health and behavior. During early childhood, cognitive abilities are strongly set and difficult to reverse; this makes family income during early childhood very powerful. This cycle can proceed as follows: income is associated with low preschool ability, low preschool ability is associated with low test scores later in childhood, grade failure, school disengagement, and dropping out of school (Brooks-Gunn and Duncan, 1997). Family

income during early childhood has a strong tendency to yield effects that follow the child into adolescence and beyond.

Societal Implications

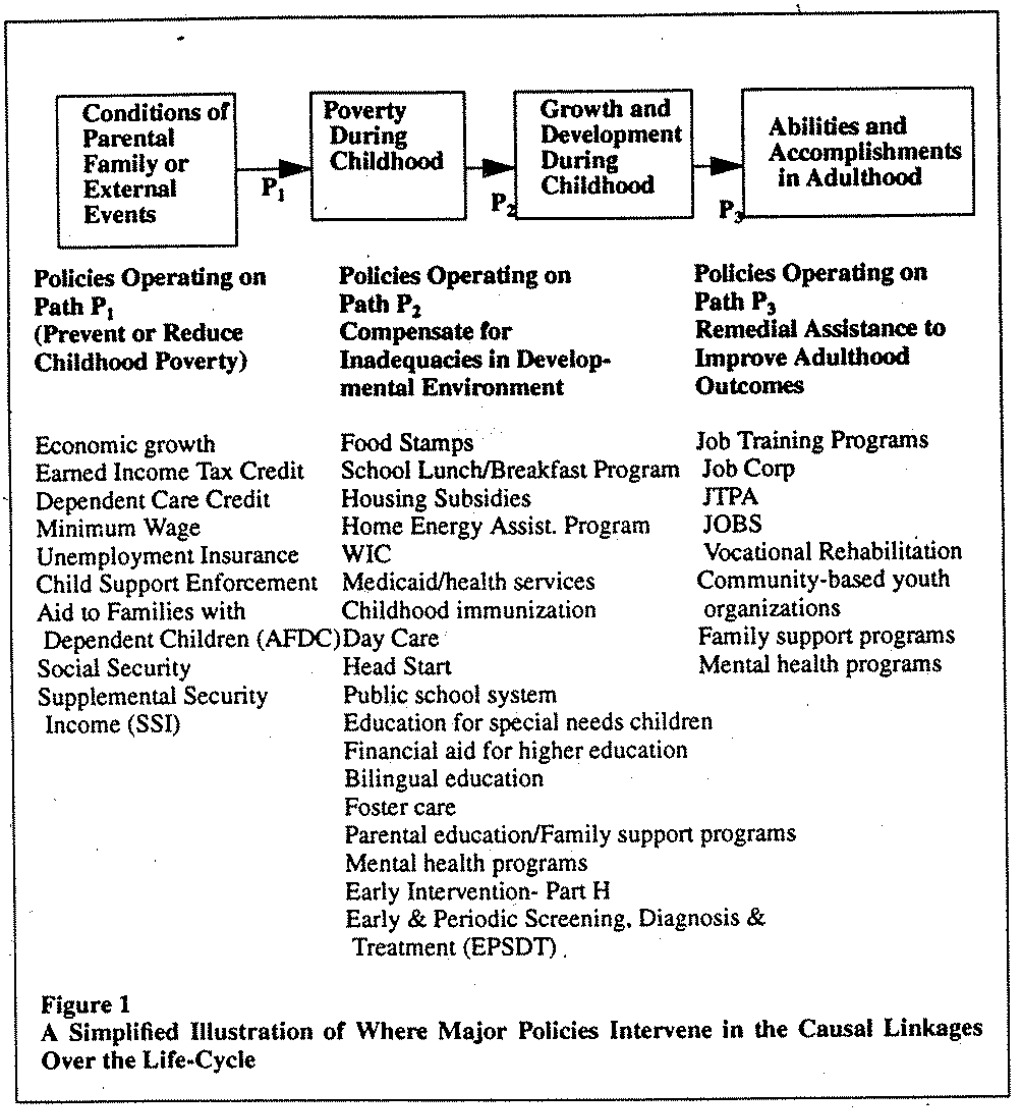
According to Hill and Sandfort (1995), society should be concerned with the preceding effects of poverty on children as they grow into adults because "childhood poverty reduces an individual's subsequent capacity for serving important adulthood roles" (p.92). An underdeveloped and undereducated society can have serious detrimental implications, including: a handicapped workforce, an ill-prepared electorate, and consequently large public expenditures necessary to correct these ills (Hill and Sandfort, 1995). Hill and Sandfort (1995) further argue that through the different means by which poverty operates and flourishes, people who grow up under its influence do not have the opportunity to reach their economic potential. Therefore, it is in the interest of the greater society to alleviate poverty and thus increase the productivity of its people.

Poverty is a very complex social issue because it is related to many other social issues. Hill and Sandfort (1995) point out several of these complexities. For example, the factors of family cohesiveness and parental support tend to be weaker in families undergoing economic stress. Consistent with this, the variables of a single-parent family, marital disruption, and parental unemployment are also associated with poverty. Interestingly, Hill and Sandfort (1995) point out that outside of poverty, these variables do not significantly influence the growth and development of children. The last two specific complexities Hill and Sandfort (1995) note are the impact of race and parental education on children's environment and opportunities. Parents wield heavy influence over the well-being of their children because children are generally unable to generally provide for themselves; parents are typically the providers for children. Therefore the background of parents, for example, their level of education and income, are powerful predictors of the outcomes of their children. A child coming from a family with income below the poverty line and with parents without a high school degree often finds it difficult to graduate from high school, never mind move on to

higher education. And, poor children of color generally suffer even more than their white counterparts (Hill and Sandfort, 1995).

Hill and Sandfort (1995) present a simplified model of the stages of poverty throughout the life cycle of someone who lives and grows up with poverty, and the accompanying appropriate programs and services available that are meant reduce poverty's effects (see Figure 1). The background that sets the stage for childhood poverty is the external conditions over which the child has no control. They may include parental or family poverty, or some other external event like a medical crisis, that plunged the household into debt.

Figure 1: The Effects of Childhood Poverty (source: Hill and Sandfort, 1995)



After accounting for the external influences that perpetuate poverty and make it a reality in the lives of children comes the stage of "Poverty During Childhood." The respective programs for this initial stage include: Unemployment Insurance, Social Security, and Supplemental Security Income – among others.

The next stage is "Growth and Development During Childhood." The policies appropriate during this stage are aimed at compensating for an inadequate developmental environment,

which could constitute a lack of learning opportunities outside of the home or a lack of learning resources within it. Government programs like Food Stamps, Head Start, and Bilingual education are important during this stage.

Finally, the last stage is called "Abilities and Accomplishments in Adulthood." The purpose of the services offered at this stage is to offer remedial assistance to improve adulthood outcomes. The programs are more career-oriented and aimed at developing practical work skills that will make finding and retaining a job easier. Job training programs, vocational rehabilitation, and mental health programs represent examples of the aid that should be offered someone in an economically compromised position.

Cognitive Development

Hill and Sandfort's (1995) most important conclusion is that childhood poverty significantly impedes physical health, cognitive abilities, and socio-emotional development. This is similar to the conclusion of Haveman and Wolfe (1997), who describe the three most basic measurements of a child's well-being as his or her physical health, cognitive ability, and school achievement – all of which are compromised by poverty.

Like Hill and Sandfort (1995), as well as Haveman and Wolfe (1997), Brooks-Gunn and Duncan (2010) also contend that children who experience poverty for multiple years appear to suffer the worst outcomes; in short, persistent poverty has more serious, long-term, and detrimental effects than does transitory poverty. Not only does persistent poverty have more significant negative effects, but poverty experienced earlier in childhood – as opposed to later in adolescence – also appears to have stronger effects. The conclusion, of course, is that the more effective interventions are those carried out at younger ages (Brooks-Gunn and Duncan, 2010).

Brooks-Gunn and Duncan (1997) describe some of the challenges that children of poverty may likely have to deal with on a daily basis: "inadequate nutrition; fewer learning experiences; the instability of residence; lower quality of schools; exposure to environmental

toxins, family violence, and homelessness; dangerous streets; and less access to friends, services, and jobs for adolescents" (1997, p.53). The detrimental effects of these hardships involve: 1) health and nutrition; 2) the home environment; 3) parent interactions with children; 4) parental mental health; and 5) neighborhood conditions (p.53).

Brooks-Gunn and Duncan (1997) observe that there is a research need to disentangle the "effects on children from the array of factors associated with poverty" (p.53). Brooks-Gunn and Duncan (1997) note that in recent years one-fifth of American children have lived at the poverty line, while another fifth have lived in families whose income does not exceed twice the poverty threshold (p.53).

Three measures of well-being **–** physical health, cognitive abilities, and school achievement **–** have been identified. Brooks-Gunn and Duncan (1997) breakdown these measures and provide numerous valuable conclusions for each category. For example, poor children are more likely to experience serious physical disabilities, grade repetition, and learning disabilities. As expected, for physical health they found that poor children in the United States experience "diminished health" compared to nonpoor children (p.57).

Brooks-Gunn and Duncan (1997) identify and discuss five potential manifestations of poverty: 1) health and nutrition; 2) the home environment; 3) parent interactions with children; 4) parental mental health; and 5) neighborhood conditions. The general finding on health and nutrition for children living in poverty is an association between malnutrition and lower scores of cognitive development. Relative to the home environment, a scale of resources available in the home that provide opportunities for learning and for positive parent-child interactions was designed (1997). When the home contains enriching resources such as reading materials and toys, the learning environment for children is improved. Regarding parent-child interactions, poverty is correlated with lower-quality interactions and more negative parental practices, which include, for example parents using harsh punishments (spanking) to reprimand children. With respect to parental mental health, parents who are poor are less likely to be as healthy as parents who are not poor. Consequently, Brooks-Gunn and Duncan (1997) point out that "poor parental mental health is associated with impaired

parental-child interactions and fewer provisions of learning experiences in the home" (p.66). Living in poor neighborhoods has similar effects to living in a family with poor health. Poor neighborhoods, like unhealthy parents, are associated with lower-quality parenting practices and learning experiences (Brooks-Gunn and Duncan, 1997).

Poverty & Academic Performance: The Many Harmful Effects of Poverty on Children

While the negative effects on poverty may be numerous, the case of academic performance is particularly revealing of its enduring disadvantage –educational attainment is important to an individual's economic and social well-being. Morgan et al. (2009) analyze how low SES impacts early childhood learning behavior and can interfere with its development. Manifestations of poor learning behavior include "inattention, lack of task persistence, disinterest, non-cooperation, or frustration" (p.407).

A key concept is the term "behaviorally unready". This idea refers to a child's readiness to enter school by their ability to self-regulate their behaviors while completing tasks (Morgan et al., 2009). If a child has difficulty regulating their behavior and completing simple tasks they are likely to have a significant disadvantage in academic performance.

The different risk factors for behavioral unreadiness are grouped into socio-demographic background, the child's gestation or birth factors, and parenting quality. The socio-demographic variables include living in a low-quality neighborhood; exposure to domestic and neighborhood violence and environmental toxins; residential insecurity; being raised by a single mother who is depressed and/or has dropped out of school (Morgan et al., 2009). The gestational risk factors are whether the mother smoked, drank, or otherwise put her baby's health at risk during pregnancy, and whether the child was born with a low birthweight (less than 2,500 grams). Parenting quality was measured by the levels of psychological, social, and economic stress and the context set by the level of family resources (Morgan et al., 2009).

The effects of exposure to the previously stated socio-demographic factors include a child's increased irritability and inattention. Some effects of experiencing gestational risk factors are

cognitive delays and other behavior problems. Poor parenting demonstrated the most significant negative effects. Poor parenting involves poor nutrition, lower levels of emotional comfort and physical safety in the living environment, and lower quality child care. When coalesced, these result in an increased risk of behavioral unreadiness. Importantly, poor parenting is strongly associated with living in poverty.

Morgan et al. (2009) show that older children are at lower risk for poor learning behaviors such as inattention and disinterest, and that gender is important to take into consideration. More specifically, boys are nearly twice as likely to exhibit learning behavior problems. The education of the mother also affects the behavior of children. The lowest measures of education of the mother yield the most negative behavior for the children. Low education of the mother also negatively impacts the quality of their parenting.

Engberg and Wolniak (2010) used the Educational Longitudinal Study of 2002 to analyze the effects of various individual- and school-level variables on students' postsecondary outcomes. Their main finding is that a student's socioeconomic status is strongly associated with college enrollment – adolescents from more prosperous families are much more likely to go on to a four-year college. Other predictors of four-year college enrollment include the aspirations of family and friends; academic preparation; and the availability of parent and peer networks. Surprisingly, the teaching environment did not demonstrate a statistically significant effect.

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In sum, the studies reviewed in the preceding two sections reveal the importance of family poverty in predicting academic performance, and also indicate that this relationship can be modified by selected personal, family, and school characteristics. The intent of the present Honors project is to better identify some of the more important of these characteristics.

DATA & METHODS

To identify and confirm those individual and social characteristics that can mitigate the strong negative correlation between childhood poverty and academic performance, I analyze data taken from the Educational Longitudinal Study (ELS) of 2002. "As a longitudinal study, ELS: 2002 follows a nationally representative cohort of students from the time they were high school sophomores through the rest of their high school careers" (NCES). The ELS is organized into two major data sets: one at the school level analysis, and the second at the individual level of analysis. The schools represent a nationality probability sample of U.S., public, private, and parochial schools, while the individuals are a representative sample of high school sophomores at these schools in the year 2002. The individual level data set is comprised of several hundred variables from which I initially took 45; after preliminary analyses I reduced the number of variables to twelve, and these are the ones I analyze in the present Honors project (See Figure 2). Detailed information of the ELS data sets can be found at the http://nces.ed.gov/surveys/els2002/.

Figure 2: Variables Used

Variable Name	Description	Recodes for this Study
TXCDIC	Combined math and reading standardized test score	0=Bottom half; 1=Top half
Sex	Gender	0=Male; 1=Female
RaceEth	Race & Hispanic	0=NH-WHT; 1=NH-NLK; 2=NH-ASIAN; 4=Hispanic
FamComp2	Family Composition	0=M&D; 1=Blended; 2=Single parent
Ses2	Combined- Parent's Ed, Parent's Occ, Family Income	0=Low; 1=Middle; 2=High
ParAsp	Parent Aspirations	0=<College; 1=College grad; 2=at least Masters
Sports	Athletic participation	0=No; 1=Yes
ExtrCur	Extracurricular participation	0=None; 1=One; 2=>One
Homework	Time on homework per week	0=<5 hours; 1=5-11 hours; 2=>11 hours
HrsTvVidGm	Hours/day watching TV/playing VG	0=<2 hours; 1=3-5 hours; 2=>5 hours
ClassSize	Class Size	0=<400 students; 1=>400 students
SchlSize	School Size	0=<1,000 students; 1=>1,000 students

The above variables are analyzed using SPSS's crosstabs procedure. The strategy of my analysis is as follows: I start with the fundamental relationship between family SES and child's academic performance as measured by TXCDIC. I then see how this relationship is modified when controls are made for those individual and social variables thought to influence it – including(1) attend Catholic or private schools instead of public schools; (2) reside in intact two-parent families; (3) have a parent with high aspirations for academic achievement; (4) participate in extracurricular activities; (5) attend smaller schools (<1,000 students); (6) reduce television watching and video game playing to less than two hours per day; (7) increase their time on homework (to greater than eleven hours per week) . I also examine the SES/academic performance relationship controlling for race (African American versus non-African American) and ethnicity (Hispanic versus non-Hispanic).

FINDINGS

Master Table of Findings

Table 1 presents the original relationship between student's family SES (Ses2) and combined math and reading standardized test scores (TXCDIC). Table 2 then examines this relationship (see row 1) under a variety of control variables that prior research has indicated might reduce the association between student's socioeconomic background and his/her academic performance. In short, the control variables help us to answer, at the most general level, the question: "Under what conditions do poorer students suffer the least from their poverty backgrounds?" Note, that the original relationship in the ELS: 2002 data set is very strong and in the predicted direction (see Table 1). The present analysis focuses on one key percentage: the percentage of low-SES students who score in the top half of the TXCDIC variable (that is, score in the top half of the distribution for the combined math and reading standardized test score).

The following discussion shows how each control variable modifies the key percentage the present study focuses upon. The discussion will refer to Table 2, please note, however, detailed tables are provided in the Appendix.

Table 1: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc Faminc) Crosstabulation

			Ses2 (Comp Pared Parocc Faminc)			
			Low	Middle	High	Total
Combined Math & Reading Standardized Test Score	Top Half	Count	296693	617175	790225	1704093
		% within Ses2 (Comp Pared Parocc Faminc)	28.1%	49.0%	72.3%	50.0%
	Bottom Half	Count	760544	642845	303392	1706781
		% within Ses2 (Comp Pared Parocc Faminc)	71.9%	51.0%	27.7%	50.0%
Total		Count	1057237	1260020	1093617	3410874
		% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%

Table 2: Master Table of Findings- the relationship between student's family SES (Ses2) and combined math and reading standardized test scores (TXCDIC)

Variable		**Lowest SES%**
Original Relationship		28.1
School Type		
	Public	27.6
	Other Private	44.0
	Catholic	50.1
Family Composition		
	Single Parent	23.0
	Blended	29.5
	Lives with Mom & Dad	31.2
School Urbanicity		
	Rural	33.7
	Suburban	28.9
	Urban	23.4
School Size		
	> 1,000 Students	26.5
	<1,000 Students	32.7
Class Size		
	>400 Students	25.5
	<400 Students	29.9
Hrs/day watching TV/videos/playing VG		
	>5 Hours	22.7
	3-5 Hours	29.9
	<2 Hours	36.4
Time on Homework		
	>11 Hours	42.3
	5-11 Hours	29.6
	<5 Hours	21.0
Athletic Participation		
	Yes	31.3
	No	27.5
Extracurricular Participation		
	>One activity	38.5
	One activity	32.2
	None	24.3
Parent Aspirations		
	At least Masters	35.8
	College Grad	28.4
	<College Grad	15.8

Table 2 contd

RaceEth		
	Hispanic	19.4
	NH-Asian	38.7
	NH-Black	11.2
	NH-White	41.1
Sex		
	Female	28.6
	Male	27.5

Socioeconomic Status (Original Relationship)

As observed in the literature review, a strong positive correlation between family SES and academic performance is consistently reported. Indeed, the ELS findings reveal strong confirmation.

Strongly confirmatory, e.g. a student from a "High" socioeconomic status is 44.2-percent more likely to have math and readings scores in the top half than a student from a "Low" socioeconomic status.

School Type

As reported in Brooks-Gunn and Duncan, poorer students should do better in parochial and private schools (61). Indeed the ELS data set provides strong confirmation. The main interpretations revolve around the lack of educational tracking and the equality of content taught.

Social Class Comparison: Students from the lowest SES who attend "Public" school have a 0.5-percent (27.6-28.1-percent) smaller chance of scoring in the top half compared to the original relationship finding (no controls). Lowest SES students who attend "Other Private" schools have an 18.9-percent (44.0-28.1-percent) greater chance compared to the original relationship finding. Finally, lowest SES students who attend "Catholic" school have a 22.0-percent (50.1-28.1-percent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, *School Type has a highly significant effect on how well students from economically poor families perform academically: when these students attend private or parochial schools they tend to perform much better*.
(See Table 3 in the Appendix for the partial relationships involving School Type)

Family Composition

As reported in Wickrama and Noh, low-SES students should do better if they live with both their biological mother and father (896). Indeed the ELS data set provides strong confirmation. The main reason why this is so is because of the stability and reliability provided by living in an intact family.

Social Class Comparison: Students from the lowest SES who live with a "single parent" have a 5.1-percent (23.0-28.1-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor students who live with "Mom and dad" have a 3.1-percent (31.2-28.1-percent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, *Family Composition has a significant effect on how well students from economically poor families perform academically: when these students live with their biological mother and father they tend to perform much better, especially when compared to their counterparts living with a single parent.*
(See Table 4 in the Appendix for the partial relationships involving Family Composition)

School Urbanicity

As reported in Brooks-Gunn and Duncan, poorer students should do worse in schools located in a city (62). Indeed the ELS data set provides strong confirmation. The main interpretations revolve around the problem of adequate school funding by way of lower property taxes in cities.

Social Class Comparison: Students from the lowest SES who attend an "urban" school have a 4.7-percent (23.4-28.1-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor students who attend a "rural" school have a 5.6-percent (33.7-28.1-percent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, *School Urbanicity has a significant effect on how well students from economically poor families perform academically: when these students attend rural schools they tend to perform better, especially when compared to their counterparts who attend urban schools.*
(See Table 5 in the Appendix for the partial relationships involving School Urbanicity)

School Size

As reported in Brooks-Gunn and Duncan, poorer students should do better in smaller schools (62). The ELS data set provides moderate confirmation. The main interpretation revolves around smaller schools being able to better monitor students' behavior.

Social Class Comparison: Students from the lowest SES who attend a "large" school (>1000 students) have a 1.6-percent (26.5-28.1-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor students who attend a "small" school (<1000 students) have a 4.6-percent (32.7-28.1-percent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, *School Size has a slightly significant effect on how well students from economically poor families tend to perform academically: when these students attend smaller schools they tend to perform better.*
(See Table 6 in the Appendix for the partial relationships involving School Size)

Class Size

As reported in Brooks-Gunn and Duncan, poorer students should do better when the size of their class is smaller (62). The ELS data set provides moderate confirmation. The main reason why this is so is because teachers involved with smaller classes (that is, the size of the entire class, e.g. the entire "sophomore" class) have the opportunity to become better acquainted with the students they are teaching.

Social Class Comparison: Students from the lowest SES whose class size is "large" (>400 students) are 2.6-percent (25.5-28.1-percent) less likely to score in the top half

compared to the original relationship finding. Poor students whose class size is "small" (<400 students) are 1.8-percent (29.9-28.1-percent) more likely to score in the top half compared to the original relationship finding.

In sum, *Class Size has only a very modest effect on how well students from economically poorer families perform academically: when these students are grouped into a smaller cohort (i.e., a small class size (< 400 students) they tend to do slightly better compared to their counterparts in large cohorts (> 400 students).*
(See Table 7 in the Appendix for the partial relationships involving Class Size)

Hours Spent Watching TV & Playing Videogames

As reported in Brooks-Gunn and Duncan, poorer students should do better the less time they spend watching television and playing videogames (65). The ELS data set provides strong confirmation. The main interpretations revolve around students limiting their distractions from school work.

Social Class Comparison: Students from the lowest SES who watch/play TV, videos, and video games "more than five hours per day" have a 5.4-percent (22.7-28.1-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor students who watch "less than two hours per day" are 8.3-percent (36.4-28.1-percent) more likely to score in the top half compared to the original relationship finding.

In sum, *Hours Spend Watching TV and Playing Videogames does have a significant effect on how well students from economically poor families perform academically: when these students spend less than two hours per day watching TV or playing videogames they tend to perform better.*
(See Table 8 in the Appendix for the partial relationships involving Class Size)

Time on Homework

As reported in Brooks-Gunn and Duncan, low-SES students should do better the more time they spend on their homework (65). The ELS data set provides strong confirmation. The main interpretations revolve around students prioritizing school and developing their academic abilities.

Social Class Comparison: Students from the low-SES students who spend "less than five hours per week" on their homework have a 7.1-percent (21.0-28.1-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor students who spend "more than eleven hours per week" on their homework have a 14.2-percent (42.3-28.1-perent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, *Time on Homework does have a significant effect on how well students from economically poor families perform academically: when these students spend more than eleven hours per week on homework they tend to perform better.*
(See Table 9 in the Appendix for the partial relationships involving Time on Homework)

Athletic Participation

A number of studies report that students should do better if they participate in athletics. For example, Eppright et al. argue that participating in athletics "encourages the development of leadership skills" (71). Mahoney and Cairns contend that students who are at risk to drop out are less likely to do so when they participate in athletics because they have a positive and voluntary connection to their schools. Other interpretations revolve around 1) increasing feelings of inclusion within their school and 2) maintaining good academic performance in order to allow for continued athletic participation (see Schley for a comprehensive review of this literature). The ELS data set provides strong confirmation.

Social Class Comparison: Students from the low-SES students who do not participate in sports have a 3.6-percent (27.5-28.1-percent) smaller chance of scoring in the top half

compared to the original relationship finding. Poor students who participate in athletics have a 3.2-percent (31.3-28.1) greater chance of scoring in the top half compared to the original relationship finding.

In sum, *Athletic Participation has a very small effect on how well students from economically poor families perform academically: when these students participate in athletics they tend to perform better (even thought the relationship is very small, it* is *in the predicted direction).*

(See Table 10 in the Appendix for the partial relationships involving Athletic Participation)

Extracurricular Participation

As reported in Mahoney and Cairns, low-SES students should do better if they participate in extracurricular activities because of the increased connectedness they feel toward their schools. The ELS data set provides strong confirmation.

Social Class Comparison: Students from the low-SES students who do not participate in any extracurricular programs have a 3.8-percent (24.3-28.1-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor students who participate in "more than one" extracurricular activity have a 10.4-percent (38.5-28.1-percent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, *Extracurricular Participation does have a significant effect on how well students from economically poor families perform academically: when these students participate in extracurricular activities they tend to perform better.*

(See Table 11 in the Appendix for the partial relationships involving Extracurricular Participation)

Parent Aspirations

As reported in Brooks-Gunn and Duncan, low-SES students should do better when their parents aspire for them to achieve high academic attainment (63). The ELS data set provides strong confirmation. The main interpretations involve emotional outcomes established by internalizing behavior, making parental support and pressure for academic achievement significant.

Social Class Comparison: Students from the lowest SES whose parents expect them to achieve "less than a college degree" have a 12.3-percent (15.8-28.1-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor students whose parents expect them to achieve "at least a Masters" have a 7.7-percent (35.8-28.1-percent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, *Parent Aspirations do have a significant effect on how well students from economically poor families perform academically: when these students' parents aspire for them to achieve at least a Masters they tend to perform better.*

(See Table 12 in the Appendix for the partial relationships involving Parent Aspirations)

Race & Ethnicity

As reported in Wickrama and Noh, low-SES white students should do better than their black and Hispanic counterparts (897). The ELS data set provides strong confirmation. The main interpretations revolve around historical economic advantage and opportunity of whites as compared to black and Hispanic students who have historically faced economic and social marginalization. Moreover, many students of Hispanic origins face the challenges associated with not having English as their first language.

Social Class Comparison: Black students from the lowest SES have a 16.9-percent (11.2-28.1-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor "Hispanic" students have an 8.7-percent (19.4-28.1-percent)

smaller chance of scoring in the top half compared to the original relationship finding. Poor "Asians" have a 10.6-percent (38.7-28.1-percent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, *Race and Ethnicity do have significant effects on how well students from economically poor families perform academically: when these students are Asian or White they tend to perform better, and, in contrast, if the students are black or Hispanic they tend to perform worse.*

(See Table 13 in the Appendix for the partial relationships involving Race)

Gender

As reported in Hill and Sandfort, poorer female students should do better than poorer male students (115). The main interpretations revolve around female students internalizing their academic performance. The ELS data set, however, does not provide significant confirmation.

Social Class Comparison: Male students from the lowest SES have a 0.6-percent (27.5-28.1-perent) less likely to score in the top half compared to the original relationship finding. Low-SES females have a 0.5-percent (28.6-28.1-percent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, *Gender does not have a significant effect on how well students from economically poor families perform academically: when these students are female they do not tend to perform measurably better than their male counterparts.*

(See Table 14 in the Appendix for the partial relationships involving Gender)

Master Table of Findings Controlling for Race (black students)

Table 15 presents the original relationship between student's family SES (Ses2) and combined math and reading standardized test scores (TXCDIC) for black students (see row 1). The table then presents this relationship with the same controls used in Table 2. The key concern of this section is to see if the relationships found for the entire sample of low-SES high school sophomores maintain themselves for black students (for example, does going to a Catholic or private school yield advantages for black students the same way it does for the entire sample?).

Table 15: Master Table of Findings Controlling for Race (black students)- the relationship between student's family SES (Ses2) and combined math and reading standardized test scores (TXCDIC) controlling for race

Variable		**Lowest SES%**
For black students		**11.2**
School Type		
	Other Private	25.6
	Catholic	16.0
	Public	11.1
Family Composition		
	Single Parent	7.5
	Blended	19.2
	Lives with Mom & Dad	14.1
School Urbanicity		
	Rural	11.7
	Suburban	8.6
	Urban	13.4
School Size		
	>1,000 Students	10.6
	<1,000 Students	10.3
Class Size		
	>400 Students	13.2
	<400 Students	10.1
Hrs/day watching TV/videos/ playing VG		
	>5 Hours	14.8
	3-5 Hours	8.6
	<2 Hours	13.0
Time on Homework		
	>11 Hours	22.4
	5-11 Hours	14.4
	<5 Hours	6.4
Athletic Participation		
	Yes	10.7
	No	13.4
Extracurricular Participatrion		
	>One activity	16.9
	One activity	13.6
	None	9.0

Table 15 contd

Parent Aspirations		
	At least Masters	14.8
	College Grad	8.7
	<College Grad	7.6
Sex		
	Female	10.9
	Male	11.4

School Type

Social Class Comparison

Black students from low-SES families who attend "Public" school have a 0.1-percent (11.1-11.2-percent) smaller chance of scoring in the top half compared to the original relationship finding. However, black students from low-SES who attend "Catholic" school have 4.8-percent (16.0-11.2-percent) greater chance of scoring in the top half and a 14.4-percent (25.6-11.2-percent) greater chance if they attend "Private" school.

In sum, *School Type has a significant effect on how well black students from economically poor families perform academically: when these students attend Catholic and private schools they tend to perform better – especially in the latter. Surprisingly, this relationship has reversed itself from the pattern found in the overall sample in that Catholic schools had the stronger ameliorative effect while for black students "Other Private" schools yield the stronger effect. Further research needs to explore why this is so.*

(See Table 17 in the Appendix for the partial relationships involving School Type)

Family Composition

Social Class Comparison

Black students from low-SES families who live with both a "mom and dad" have a 2.9-percent (14.1-11.2-percent) greater chance of scoring in the top half compared to the original relationship finding; poor black students who live in a "blended" family have an 8.0-percent (19.2-11.2-percent) greater chance of scoring in the top half compared to the original relationship finding; and poor black students who live with a "single parent" have a 3.7-percent (7.5-11.2-percent) smaller chance of scoring in the top half compared to the original relationship finding.

In sum, *Family Composition has a significant effect on how well black students from economically poor families perform academically: when these students live within a "mom and dad" intact family or within a blended family they tend to perform better*

especially in the latter. Once again we are met with a surprise in that this relationship does not hold to the pattern from the overall sample, which shows that mom and dad intact families produce more ameliorative effects for low-SES students than blended families. However, for both the entire sample and *black sample students living with a single parent fare the worst – overwhelmingly so for black students. And, once again, further research is required to determine why blended families tend to provide a stronger learning environment for low-SES black students compared to intact mom-and-dad intact families.*

(See Table 18 in the Appendix for the partial relationships involving Family Composition)

School Urbanicity

Social Class Comparison

Black students from low-SES families who attend "Suburban" schools have a 2.6-percent (8.6-11.2-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor black students who attend "Rural" schools have a 0.5-percent (11.7-11.2-percent) greater chance of scoring in the top half compared to the original relationship finding. Poor black students who attend "Urban" schools have a 2.2-percent (13.4-11.2-percent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, *School Urbanicity does not have a significant effect on how well black students from economically poor families perform academically, as revealed by the small differentials in the curve of poorer black students' school location in relation to their academic performance. Importantly, in contrast to the entire sample, when low-SES black students attend rural schools they do not tend to do any better. Once again, further research is required to explain this discrepancy.*

(See Table 19 in the Appendix for the partial relationships involving School Urbanicity)

School Size

Social Class Comparison

Black students from low-SES families who attend "Large" schools have a 0.6-percent (10.6-11.2-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor black students who attend "Small" schools have a 0.9-percent (10.3-11.2-percent) smaller chance of scoring in the top half compared to the original relationship finding. Thus, there is no difference among poor blacks for the size of the school they attend.

In sum, *School Size does not have a significant effect on how well low-SES black students tend to perform – unlike what was found in the overall sample. Further research is again required to explain why schools size tends to matter for the entire sample, but not for black students.*

(See Table 20 in the Appendix for the partial relationships involving School Size)

Class Size

Social Class Comparison

Black students from low-SES families who have a "large" class size have a 2.0-percent (13.2-11.2-percent) greater chance of scoring in the top half compared to the original relationship finding. Poor black students who have a "Small" class size have a 1.1-percent (10.1-11.2-percent) smaller chance of scoring in the top half compared to the original relationship finding.

In sum, *Class Size has little effect on how well low-SES black students perform – and we once again find a pattern in the black data that diverges from the pattern found in the overall sample. Further research is once again needed to explain this anomaly.*

(See Table 21 in the Appendix for the partial relationships involving Class Size)

Time Spent Watching Television and Playing Videogames

Social Class Comparison

Black students from low-SES families who watch TV or play videogames "less than two hours per day" have a 1.8-percent (13.0-11.2-percent) greater chance of scoring in the top half compared to the original relationship finding; poor black students who watch TV or play videogames "three to five hours per day" have a 2.6-percent (8.6-11.2-percent) smaller chance of scoring in the top half compared to the original relationship finding; poor black students who watch TV or play videogames "more than five hours per day" have a 3.6-percent (14.8-11.2-percent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, *Time Spent Watching TV and Playing Videogames has very little effect on how well low-SES black students perform academically, unlike the pattern found in the overall sample. Moreover, low-SES black students who spend more than five hours per day watching TV or playing videogames tend to have a slightly better chance of scoring in the top half than their counterparts who spend less time doing these things. This finding borders on the dumbfounding and is striking counterintuitive, especially considering that for the entire sample of low-SES students the findings unfolded completely at expected. I can speculate why, e.g., low-SES black students playing videogames and watching TV spend more time indoors, and the streets may well be more destructive in poor black neighborhoods compared to poor white neighborhoods. However, clearly more research is needed to interpret these incongruent findings.*

(See Table 22 in the Appendix for the partial relationships involving Time Spent Watching TV and Playing Videogames)

Time on Homework

Social Class Comparison

Black students from low-SES families who spend "more than eleven hours per week" on homework have an 11.2-percent (22.4-11.2-percent) greater chance on scoring in the top half compared to the original relationship finding. Poor black students who spend "five to

eleven hours per week" on homework have a 3.2-percent (14.4-11.2.1-percent) greater chance on scoring in the top half compared to the original relationship finding. Poor black students who spend "less than five hours per week" on homework have a 4.8-percent (6.4-11.2-percent) smaller chance of scoring in the top half compared to the original relationship finding.

In sum, *Time on Homework does have a significant effect on how well low-SES black students perform: when these students spend more than five hours per week on homework they tend to do better. This relationship between time on homework and academic performance is similar to the one found for the entire sample; however, it should, be note that in every category of time spent on homework black students are about half as likely to realize benefits compared to the entire sample (e.g., for the entire sample low-SES students who spend greater than eleven hours per week on homework have a 42.3-percent chance of scoring in the top half of TCXDIC, while their black counterparts have a 22.4-percent chance). The disadvantage of having colored skin is striking.*

(See Table 23 in the Appendix for the partial relationships involving Time on Homework)

Athletic Participation

Social Class Comparison

Black students from low-SES families who participate in athletics have a 0.5-percent (10.7-11.2-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor black students who do not participate in athletics have a 2.2-percent (13.4-11.2-percent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, *Athletic Participation has little effect on how well low-SES black students perform: when these students participate in athletics they actually have a light tendency to do worse. This finding is directly opposite of that for the overall sample, where low-SES students who participate in athletics tend to do slightly better than those who do not. Again, further research is called for.*

(See Table 24 in the Appendix for the partial relationships involving Athletic Participation)

Extracurricular Participation

Social Class Comparison

Black students from low-SES families who participate in "more than one" extracurricular activity have a 5.7-percent (16.9-11.2-percent) greater chance of scoring in the top half TXCDIC compared to the original relationship finding. Poor black students who participate in "one" activity have a 2.4-percent (13.6-11.2-percent) greater chance of scoring in the top half compared to the original relationship finding. Poor black students who participate in "none" have a 2.2-percent (9.0-11.2-percent) smaller chance of scoring in the top half compared to the original relationship finding.

In sum, *Extracurricular Participation has a small, but noticeable effect on how well low-SES black students perform: when these students participate in extracurricular activities they tend to do better. This relationship between extracurricular activity and academic performance is similar to the one found for the entire sample; however, it should, be noted that in every category of participation in extracurricular activities low-SES black students are roughly one-third as likely to realize benefits compared to the entire sample (e.g., for the entire sample of low-SES students who participate in "more than one" activity, 38.5-percent chance of them score in the top half of TCXDIC, while for their black counterparts 16.9-percent do). Once again, we find that the disadvantage of having colored skin is striking.*

(See Table 25 in the Appendix for the partial relationships involving Extracurricular Participation)

Parent Aspirations

Social Class Comparison

Black students from low-SES families whose parents aspire for "at least masters" (high) have a 3.6-percent (14.8-11.2-percent) greater chance for scoring in the top half compared to the original relationship finding. Poor black students whose parents aspire for "college

grad" have a 2.5-percent (8.7-11.2-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor black students whose parents aspire for "less than college grad" (low) have a 3.6-percent (7.6-11.2-percent) smaller chance of scoring in the top half compared to the original relationship finding.

In sum, *Parent Aspirations have a very small effect on how well low-SES black students perform: when these students' parents' aspirations are "high" they tend to perform marginally better. While the relationship has maintained itself for "high" aspirations, its strength has reduced, and "medium" parents' aspiration no longer has a positive effect compared to the pattern in the overall sample. Once again, we find striking differences between low-SES black students compared to the entire sample of low-SES students, with parental aspirations for the entire sample yielding much more beneficial effects on low-SES student academic performance.*

(See Table 26 in the Appendix for the partial relationships involving Parent Aspirations)

Gender

Social Class Comparison

Black female students from the low-SES families have a 0.3-percent (10.9-11.2-percent) smaller chance of scoring in the top half compared to the original relationship finding, while poor black males have a 0.2-percent (11.4-11.2-percent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, *Gender does not have a significant effect on how well low-SES black students perform – much the same as was found for the entire sample of low-SES students.*

(See Table 27 in the Appendix for the partial relationships involving Gender)

Master Table of Findings Controlling for Ethnicity (Hispanic students)

Table 16 presents the original relationship between student's family SES (Ses2) and combined math and reading standardized test scores (TXCDIC) for Hispanic students (see row 1). The table then presents this relationship with the same controls used in Table 2. The key concern of this section is to see if the relationships found for the entire sample of low-SES high school sophomores maintain themselves for Hispanic students (for example, does going to a Catholic or private school yield advantages for Hispanic students the same way it does for the entire sample?).

Table 16: Master Table of Findings Controlling for Ethnicity (Hispanic students)- the relationship between student's family SES (Ses2) and combined math and reading standardized test scores (TXCDIC) controlling for ethnicity.

Variable		**Lowest SES%**
For Hispanic Students		19.4
School Type		
	Other Private	5.0
	Catholic	43.7
	Public	19.2
Family Composition		
	Single Parent	21.2
	Blended	19.1
	Lives with Mom & Dad	18.5
School Urbanicity		
	Rural	19.4
	Suburban	19.7
	Urban	19.1
School Size		
	>1,000 Students	22.0
	<1,000 Students	16.2
Class Size		
	>400 Students	20.6
	<400 Students	16.7
Hrs/day watching TV/videos/ playing VG		
	>5 Hours	14.4
	3-5 Hours	21.9
	<2 Hours	21.7

Table 16 contd

Time on Homework		
	>11 Hours	32.2
	5-11 Hours	18.1
	<5 Hours	16.6
Athletic Participation		
	Yes	22.0
	No	19.3
Extracurricular Participation		
	>One activity	28.7
	One activity	19.6
	None	18.1
Parent Aspirations		
	At least Masters	25.4
	College Grad	18.0
	<College Grad	9.9
Sex		
	Female	18.6
	Male	20.2

School Type

Social Class Comparison

Hispanic students from low-SES families who attend "Other private" school have a 14.4-percent (5.0-19.4-percent) smaller chance of scoring in the top half compared to the original relationship. Poor Hispanics who attend "Catholic" school have a 24.3-percent (43.7-19.4-percent) greater chance of scoring in the top half as their poor Hispanic counterparts. Poor Hispanic students who attend "public" school have a 0.2-precent (19.2-19.4-percent) smaller chance of scoring in the top half as their poor black peers. Thus, school type is significant for poor Hispanic students' academic performance.

In sum, *School Type does have a significant effect on how well low-SES Hispanic students perform – however, only when these students attend Catholic schools do they tend to perform better. Strikingly, "Other private" schools no longer assist in academic performance as was seen in the pattern for the overall sample. Thus, as we found when controlling for race it appears more research is necessary to explain why low-SES Hispanic students perform so poorly in "Other private" schools compared to Catholic schools. The expectation for low-SES Hispanic students was essentially the same for that of the entire sample of low-SES students – that is, that attending Catholic or "Other private" high schools would both produce significant benefits.*

(See Table 17 in the Appendix for the partial relationships involving School Type)

Family Composition

Social Class Comparison

Hispanic students from low-SES families who live with a "mom and dad" have a 0.9-percent (18.5-19.4-percent) smaller chance of scoring in the top half compared to the original relationship findings. Poor Hispanic students who live in a "blended" family have a 0.3-percent (19.1-19.4-percent) smaller chance of scoring in the top half compared to the original relationship findings. Poor Hispanic students with live with a "single

parent" have a 1.9-percent (21.3-19.4-percent) greater chance of scoring in the top half compared to the original relationship findings.

In sum, *Family Composition essentially has little or no effect on how well low-SES Hispanic students perform. What little relationship that is evident actually reverses what was found for the overall sample, in that, students who live with a "single parent" actually tend to perform marginally better than their counterparts in blended or intact "mom and dad" families. Perhaps more Spanish and less English is spoken in the intact families and this is why they do not produce the hypothesized beneficial effect on the academic performance of low-SES students. However, further research is called for.*

(See Table 18 in the Appendix for the partial relationships involving Family Composition)

School Urbanicity

Social Class Comparison

Hispanic students from low-SES families who attend "rural" schools have a 0.0-percent (19.4-19.4-percent) chance of scoring in the top half as their poor Hispanic counterparts. Poor Hispanic students who attend "suburban" schools have a 0.3-percent (19.7-19.4-percent) greater chance of scoring in the top half of their poor Hispanic peers. Poor Hispanic students who attend "public" schools have a 0.3-percent (19.1-19.4-percent) smaller chance of scoring in the top half as their poor Hispanic peers.

In sum, *School Urbanicity has virtually no effect on how well low-SES Hispanic students perform. And once again, we find that the original pattern of the overall sample does not hold. More research is needed.*

(See Table 19 in the Appendix for the partial relationships involving School Urbanicity)

School Size

Social Class Comparison

Hispanic students from low-SES families who attend "small" schools have a 3.2-percent (16.2-19.4-percent) smaller chance of scoring in the top half compared to the original

relationship findings. Poor Hispanic students who attend a "large" school have a 2.6-perent (22.0-19.4-percent) greater chance of scoring in the top half compared to the original relationship findings.

In sum, *School Size has a small effect on how well low-SES Hispanic students perform. And as with the sample of low-SES black students, the finding is a reversal of what was found for the entire sample of low-SES students. For the entire sample, low-SES students tend to do better in smaller school settings (< 1,000 students), while Hispanic students tend to do better in larger schools (> 1,000 students). It is not clear why this reversal and findings has been realized, and further research is definitely needed.*
(See Table 20 in the Appendix for the partial relationships involving School Size)

Class Size

Social Class Comparison

Hispanic students from the low-SES families who have a "small" class size have a 2.7-percent (16.7-19.4-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor Hispanic students who have a "large" class size have a 1.2-percent (20.6-19.4-percent) greater chance of scoring in the top half compared to the original relationship findings.

In sum, *Class Size has only a very small effect on how well low-SES Hispanic students perform, and we once again find that the relationship is opposite what was found for the entire sample. When these students are grouped into a larger class cohort (i.e., a large class size, > 400 students), they tend to do slightly better compared to their counterparts in small cohorts (< 400 students).* Further research is once again needed to explain this discrepancy between the Hispanics versus the overall samples.
(See Table 21 in the Appendix for the partial relationships involving Class Size)

Time Spent Watching Television and Playing Videogames

Social Class Comparison

Hispanic students from low-SES families who spend "less than two hours per day" watching television or playing videogames have a 2.3-percent (21.7-19.4-percent) greater chance of scoring in the top half of TXCDIC compared to the original relationship finding. Poor Hispanics who spend "three to five hours per day" watching television or playing videogames have a 2.5-percent (21.9-19.4-percent) greater chance of scoring in the top half compared to the original relationship finding. Poor Hispanics who spend "more than five hours per day" watching television or playing videogames have a 5.0-percent (14.4-19.4-percent) smaller chance of scoring in the top half compared to the original relationship finding.

In sum, *Time Spent Watching Television and Playing Videogames has a small but noticeable effect on how well low-SES Hispanic students perform – and this effect is in the predicted direction: when these students spend less than five hours watching TV and playing videogames they tend to perform better. While the relationship from the overall sample has maintained itself, its strength has dramatically reduced. More research is once again called for.*

(See Table 22 in the Appendix for the partial relationships involving Time Spent Watching Television and Playing Videogames)

Time on Homework

Social Class Comparison

Hispanic students from low-SES families who spend "less than five hours per week" on homework have a 2.8-percent (16.6-19.4-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor Hispanic students who spend "five to eleven hours per week" on homework have a 1.3-percent (18.1-19.4-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor Hispanic students who spend "more than eleven hours per week" on homework have a

12.8-percent (32.2-19.4-percent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, *Time on Homework has a significant effect on how well low-SES Hispanic students perform: when these students spend more than eleven hours per week on homework they tend to do better, but the relationship compared to the findings for the overall sample has not maintained itself for poorer students who spend "five to eleven hours per week" on homework. Once again, we need more research to explain this discrepancy.*
(See Table 23 in the Appendix for the partial relationships involving Time on Homework)

Athletic Participation

Social Class Comparison
Hispanic students from low-SES families who participate in athletics have a 2.6-percent (22.0-19.4-percent) greater chance of scoring in the top half compared to the original relationship finding. Poor Hispanics who do not participate in athletics have a 0.1-percent (19.3-19.4-percent) smaller chance of scoring in the top half compared to the original relationship finding.

In sum, *Athletic Participation has a very slight effect on how well low-SES Hispanic students perform, but the effect* is *in the predicted direction and mirrors that of the overall sample of low-SES students: when these students participate in athletics they tend to do slightly better.*
(See Table 24 in the Appendix for the partial relationships involving Athletic Participation)

Extracurricular Participation

Social Class Comparison
Hispanic students from low-SES families who participate in "more than one" extracurricular activity have a 9.3-percent (28.7-19.4-percent) greater chance of scoring in

the top half compared to the original relationship finding. Poor Hispanic students who participate in "one" activity have a 0.2-percent (19.6-19.4-percent) greater chance of scoring in the top half compared to the original relationship finding. Poor Hispanic students who do participate in "none" have a 1.3-percent (18.1-19.4-percent) smaller chance of scoring in the top half compared to the original relationship finding.

In sum, *Extracurricular Participation has a significant effect on how well low-SES Hispanic students perform: when these students participate in "more than one" extracurricular activity, they tend to do better. Though not as strong a relationship as was found for the entire sample, it does mirror the finding for the entire sample.* (See Table 25 in the Appendix for the partial relationships involving Extracurricular Participation)

Parent Aspirations

Social Class Comparison

Hispanic Students from low-SES families whose parents aspire "at least masters" for their child have a 6.0-percent (25.4-19.4-percent) greater chance of scoring in the top half of TXCDIC compared to the original relationship finding. Poor Hispanic students whose parents have aspirations of "college grad" have a 1.4-percent (18.0-19.4-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor Hispanic students whose parents aspire "less than college grad" have an 9.5-percent (9.9-19.4-percent) smaller chance of scoring in the top half compared to the original relationship finding. Thus, parent aspirations are significant for poor Hispanic students' academic performance.

In sum, *Parent Aspirations have a moderately significant effect on how well low-SES Hispanic students perform: when these students' parents have "high" (at least masters) aspirations, they tend to perform better. However, at all levels of parental aspirations, this relationship is not as strong for low-SES Hispanic students when compared to the pattern found in the overall sample.*

(See Table 26 in the Appendix for the partial relationships involving Parent Aspirations)

Gender

Social Class Comparison

Hispanic female students from low-SES families have a 0.8-percent (18.6-19.4-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor Hispanic males have a 0.8-percent (20.2-19.4-percent) greater chance of scoring in the top half compared to the original relationship finding. Thus, gender has no significant impact on poor Hispanic students' academic performance.

In sum, *Gender does not have a significant effect on how well low-SES Hispanic students perform: when these students are male they tend to do marginally better than their female counterparts, but the percentage difference appears trivial. Thus, the sample of low-SES Hispanic students mirrors that of the overall sample of low-SES students.*
(See Table 27 in the Appendix for the partial relationships involving Parent Aspirations)

CONCLUSIONS & RECOMMENDATIONS FOR FURTHER RESEARCH

The literature review and my own statistical analyses have not only confirmed existing research and documentation of the positive relationship between poverty and academic performance, but also added to this area of study by identifying several factors that reduce the negative effects on academic performance of children living in low-SES conditions. This study demonstrates we do have the ability to make positive adjustments and thoughtful actions that create environments that are conducive to and supportive of academic achievement.

This Honors project has shown that the generally strong negative correlation between childhood poverty and academic performance is lessened when poor children: (1) attend Catholic or private schools instead of public schools; (2) reside in intact two-parent families; (3) have a parent with high aspirations for academic achievement; (4) participate in extracurricular activities; (5) attend smaller schools (<1,000 students); (6) reduce television watching and video game playing to less than two hours per day; (7) increase their time on homework (to greater than eleven hours per week). Importantly, some of these findings do not stand up well when controls are made for race and ethnicity. More specifically, African American and Hispanic students tend to do poorer than their white counterparts and their poor performance is resistant to several of the contexts and characteristics that apply to their white counterparts.

As a result of performing comparative analyses for race and ethnicity, there were findings that were not consistent with the patterns found in the overall sample, and thus, should be further studied. For instance, many of the findings for race diverged from the patterns for the overall sample. Low-SES black students actually tend to perform better when they: 1) attend "Other private" schools; 2) live in blended families; 3) spend more time watching TV and playing videogames; and 4) do not participate in athletics. The effectiveness of the following controls were weakened as a result of controlling for race (black): 1) time on homework; 2) extracurricular participation; and 3) parent aspirations. Additionally, school urbanicity, school size, and class size did not have any noteworthy significant effects on low-SES black students' academic performance as they did for the overall sample.

Similarly, the findings that deviated from the overall sample for ethnicity should also be studied. Low-SES Hispanic students actually tend to perform better when they: 1) only attend Catholic schools; 2) live in single-parent families; 3) attended larger schools; 4) have larger class sizes; 5) only when the most of time is spent on homework; and 6) only when parents have the highest aspirations for their children. The following controls were slightly weakened when the control for low-SES Hispanic students was controlled for, but they were all still in the predicted direction: 1) time spent watching TV and playing videogames; 2) athletic participation; and 3) extracurricular participation. Gender was consistent with the overall sample for both race and ethnicity.

These findings are the foundation for future research on changes that can be made to improve the education experience and quality in the United States. The intention of revealing these facts is to consequently take action that will strive to make progress towards achieving access to adequate education for all, and more opportunity for academic achievement for students from low socioeconomic backgrounds. Strikingly, the findings reported in this study reveal the need for special intensive research on students of color – more particularly, why do the conditions that modify the relationship between SES and academic performance have a tendency not to apply to students with African American or Hispanic backgrounds?

APPENDICES

Table 3: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc Faminc) * School control Crosstabulation

School control				Ses2 (Comp Pared Parocc Faminc) Low	Middle	High	Total
Other private	Combined Math & Reading Standardized Test Score	Top Half	Count	4999	17506	61470	83975
			% within Ses2 (Comp Pared Parocc Faminc)	44.0%	58.2%	83.1%	72.8%
		Bottom Half	Count	6354	12558	12471	31383
			% within Ses2 (Comp Pared Parocc Faminc)	56.0%	41.8%	16.9%	27.2%
	Total		Count	11353	30064	73941	115358
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
Catholic	Combined Math & Reading Standardized Test Score	Top Half	Count	6403	29404	74123	109930
			% within Ses2 (Comp Pared Parocc Faminc)	50.1%	67.6%	83.8%	76.0%
		Bottom Half	Count	6369	14072	14308	34749
			% within Ses2 (Comp Pared Parocc Faminc)	49.9%	32.4%	16.2%	24.0%
	Total		Count	12772	43476	88431	144679
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
Public	Combined Math & Reading Standardized Test Score	Top Half	Count	285290	570265	654632	1510187
			% within Ses2 (Comp Pared Parocc Faminc)	27.6%	48.1%	70.3%	47.9%
		Bottom Half	Count	747821	616215	276614	1640650
			% within Ses2 (Comp Pared Parocc Faminc)	72.4%	51.9%	29.7%	52.1%
	Total		Count	1033111	1186480	931246	3150837
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
Total	Combined Math & Reading Standardized Test Score	Top Half	Count	296692	617175	790225	1704092
			% within Ses2 (Comp Pared Parocc Faminc)	28.1%	49.0%	72.3%	50.0%
		Bottom Half	Count	760544	642845	303393	1706782
			% within Ses2 (Comp Pared Parocc Faminc)	71.9%	51.0%	27.7%	50.0%
	Total		Count	1057236	1260020	1093618	3410874
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%

Table 4: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc Faminc) * FamComp2 (M&D v B v 1P) C-tab

FamComp2 (M&D v B v 1P)				Ses2 (Comp Pared Parocc Faminc) Low	Middle	High	Total
Single Parent	Combined Math & Reading Standardized Test Score	Top Half	Count	82865	139139	101405	323409
			% within Ses2 (Comp Pared Parocc Faminc)	23.0%	43.5%	63.0%	38.5%
		Bottom Half	Count	276971	180819	59519	517309
			% within Ses2 (Comp Pared Parocc Faminc)	77.0%	56.5%	37.0%	61.5%
	Total		Count	359836	319958	160924	840718
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
Blended	Combined Math & Reading Standardized Test Score	Top Half	Count	63995	105004	97748	266747
			% within Ses2 (Comp Pared Parocc Faminc)	29.5%	41.5%	60.4%	42.2%
		Bottom Half	Count	153233	147970	64181	365384
			% within Ses2 (Comp Pared Parocc Faminc)	70.5%	58.5%	39.6%	57.8%
	Total		Count	217228	252974	161929	632131
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
M&D	Combined Math & Reading Standardized Test Score	Top Half	Count	149633	373032	591071	1113936
			% within Ses2 (Comp Pared Parocc Faminc)	31.2%	54.3%	76.7%	57.5%
		Bottom Half	Count	330340	314056	179693	824089
			% within Ses2 (Comp Pared Parocc Faminc)	68.8%	45.7%	23.3%	42.5%
	Total		Count	480173	687088	770764	1938025
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
Total	Combined Math & Reading Standardized Test Score	Top Half	Count	296693	617175	790224	1704092
			% within Ses2 (Comp Pared Parocc Faminc)	28.1%	49.0%	72.3%	50.0%
		Bottom Half	Count	760544	642845	303393	1706782
			% within Ses2 (Comp Pared	71.9%	51.0%	27.7%	50.0%

Table 5: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc Faminc) * School urbanicity C-tab

School urbanicity				Ses2 (Comp Pared Parocc Faminc) Low	Middle	High	Total
Rural	Combined Math & Reading Standardized Test Score	Top Half	Count	74323	141577	128426	344326
			% within Ses2 (Comp Pared Parocc Faminc)	33.7%	53.3%	71.1%	51.6%
		Bottom Half	Count	146417	124254	52252	322923
			% within Ses2 (Comp Pared Parocc Faminc)	66.3%	46.7%	28.9%	48.4%
	Total		Count	220740	265831	180678	667249
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
Suburban	Combined Math & Reading Standardized Test Score	Top Half	Count	140336	328128	435582	904046
			% within Ses2 (Comp Pared Parocc Faminc)	28.9%	51.1%	74.2%	52.7%
		Bottom Half	Count	345084	314475	151501	811060
			% within Ses2 (Comp Pared Parocc Faminc)	71.1%	48.9%	25.8%	47.3%
	Total		Count	485420	642603	587083	1715106
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
Urban	Combined Math & Reading Standardized Test Score	Top Half	Count	82035	147470	226217	455722
			% within Ses2 (Comp Pared Parocc Faminc)	23.4%	41.9%	69.4%	44.3%
		Bottom Half	Count	269043	204116	99639	572798
			% within Ses2 (Comp Pared Parocc Faminc)	76.6%	58.1%	30.6%	55.7%
	Total		Count	351078	351586	325856	1028520
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
Total	Combined Math & Reading Standardized Test Score	Top Half	Count	296694	617175	790225	1704094
			% within Ses2 (Comp Pared Parocc Faminc)	28.1%	49.0%	72.3%	50.0%
		Bottom Half	Count	760544	642845	303392	1706781
			% within Ses2 (Comp Pared Parocc Faminc)	71.9%	51.0%	27.7%	50.0%
	Total		Count	1057238	1260020	1093617	3410875
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%

Table 6: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc Faminc) * School Size Crosstabulation

School Size				Ses2 (Comp Pared Parocc Faminc)			Total
				Low	Middle	High	
>1,000 students	Combined Math & Reading Standardized Test Score	Top Half	Count	138305	307847	454462	900614
			% within Ses2 (Comp Pared Parocc Faminc)	26.5%	47.5%	71.6%	49.9%
		Bottom Half	Count	383667	339837	180640	904144
			% within Ses2 (Comp Pared Parocc Faminc)	73.5%	52.5%	28.4%	50.1%
	Total		Count	521972	647684	635102	1804758
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
<1,000 students	Combined Math & Reading Standardized Test Score	Top Half	Count	113891	223064	234972	571927
			% within Ses2 (Comp Pared Parocc Faminc)	32.7%	53.8%	73.6%	52.9%
		Bottom Half	Count	233930	191524	84422	509876
			% within Ses2 (Comp Pared Parocc Faminc)	67.3%	46.2%	26.4%	47.1%
	Total		Count	347821	414588	319394	1081803
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
Total	Combined Math & Reading Standardized Test Score	Top Half	Count	252196	530911	689434	1472541
			% within Ses2 (Comp Pared Parocc Faminc)	29.0%	50.0%	72.2%	51.0%
		Bottom Half	Count	617597	531361	265062	1414020
			% within Ses2 (Comp Pared Parocc Faminc)	71.0%	50.0%	27.8%	49.0%
	Total		Count	869793	1062272	954496	2886561
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%

Table 7: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc Faminc) * ClassSize Crosstabulation

ClassSize				Ses2 (Comp Pared Parocc Faminc) Low	Middle	High	Total
>400 students	Combined Math & Reading Standardized Test Score	Top Half	Count	112313	229570	313018	654901
			% within Ses2 (Comp Pared Parocc Faminc)	25.5%	44.8%	68.4%	46.4%
		Bottom Half	Count	328701	282587	144758	756046
			% within Ses2 (Comp Pared Parocc Faminc)	74.5%	55.2%	31.6%	53.6%
	Total		Count	441014	512157	457776	1410947
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
<400 students	Combined Math & Reading Standardized Test Score	Top Half	Count	184380	387605	477207	1049192
			% within Ses2 (Comp Pared Parocc Faminc)	29.9%	51.8%	75.1%	52.5%
		Bottom Half	Count	431843	360258	158635	950736
			% within Ses2 (Comp Pared Parocc Faminc)	70.1%	48.2%	24.9%	47.5%
	Total		Count	616223	747863	635842	1999928
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
Total	Combined Math & Reading Standardized Test Score	Top Half	Count	296693	617175	790225	1704093
			% within Ses2 (Comp Pared Parocc Faminc)	28.1%	49.0%	72.3%	50.0%
		Bottom Half	Count	760544	642845	303393	1706782
			% within Ses2 (Comp Pared Parocc Faminc)	71.9%	51.0%	27.7%	50.0%
	Total		Count	1057237	1260020	1093618	3410875
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%

Table 8: Combined M & R Standardized Test Score * Ses2 * Hours/day watching TV/videos/playing VG Crosstabulation

Hours/day watching TV/videos/playing VG				Ses2 (Comp Pared Parocc Faminc) Low	Middle	High	Total
>5 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	51119	102689	82286	236094
			% within Ses2 (Comp Pared Parocc Faminc)	22.7%	40.5%	53.4%	37.3%
		Bottom Half	Count	174495	150961	71775	397231
			% within Ses2 (Comp Pared Parocc Faminc)	77.3%	59.5%	46.6%	62.7%
	Total		Count	225614	253650	154061	633325
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
3-5 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	99995	208105	230162	538262
			% within Ses2 (Comp Pared Parocc Faminc)	29.9%	51.3%	69.9%	50.3%
		Bottom Half	Count	234929	197932	99247	532108
			% within Ses2 (Comp Pared Parocc Faminc)	70.1%	48.7%	30.1%	49.7%
	Total		Count	334924	406037	329409	1070370
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
<2 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	92602	216148	363648	672398
			% within Ses2 (Comp Pared Parocc Faminc)	36.4%	58.9%	81.9%	63.1%
		Bottom Half	Count	162075	150788	80196	393059
			% within Ses2 (Comp Pared Parocc Faminc)	63.6%	41.1%	18.1%	36.9%
	Total		Count	254677	366936	443844	1065457
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
Total	Combined Math & Reading Standardized Test Score	Top Half	Count	243716	526942	676096	1446754
			% within Ses2 (Comp Pared Parocc Faminc)	29.9%	51.3%	72.9%	52.2%
		Bottom Half	Count	571499	499681	251218	1322398
			% within Ses2 (Comp Pared Parocc Faminc)	70.1%	48.7%	27.1%	47.8%

Table 9: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc Faminc) * Time on HW Crosstabulation

Time on HW				Ses2 (Comp Pared Parocc Faminc) Low	Middle	High	Total
>11 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	94745	199417	318064	612226
			% within Ses2 (Comp Pared Parocc Faminc)	42.3%	59.8%	81.9%	64.7%
		Bottom Half	Count	129116	133927	70517	333560
			% within Ses2 (Comp Pared Parocc Faminc)	57.7%	40.2%	18.1%	35.3%
	Total		Count	223861	333344	388581	945786
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
5-11 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	103746	237581	280753	622080
			% within Ses2 (Comp Pared Parocc Faminc)	29.6%	54.7%	73.9%	53.4%
		Bottom Half	Count	246260	196988	99097	542345
			% within Ses2 (Comp Pared Parocc Faminc)	70.4%	45.3%	26.1%	46.6%
	Total		Count	350006	434569	379850	1164425
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
<5 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	76955	144065	140515	361535
			% within Ses2 (Comp Pared Parocc Faminc)	21.0%	37.5%	57.2%	36.3%
		Bottom Half	Count	288713	240283	105071	634067
			% within Ses2 (Comp Pared Parocc Faminc)	79.0%	62.5%	42.8%	63.7%
	Total		Count	365668	384348	245586	995602
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
Total	Combined Math & Reading Standardized Test Score	Top Half	Count	275446	581063	739332	1595841
			% within Ses2 (Comp Pared Parocc Faminc)	29.3%	50.4%	72.9%	51.4%
		Bottom Half	Count	664089	571198	274685	1509972
			% within Ses2 (Comp Pared Parocc Faminc)	70.7%	49.6%	27.1%	48.6%
	Total		Count	939535	1152261	1014017	3105813
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%

Table 10: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc Faminc) * Athletic participation C-tab

Athletic participation				Ses2 (Comp Pared Parocc Faminc) Low	Middle	High	Total
Yes	Combined Math & Reading Standardized Test Score	Top Half	Count	132037	330091	491487	953615
			% within Ses2 (Comp Pared Parocc Faminc)	31.3%	52.4%	75.8%	56.1%
		Bottom Half	Count	289300	300254	157266	746820
			% within Ses2 (Comp Pared Parocc Faminc)	68.7%	47.6%	24.2%	43.9%
	Total		Count	421337	630345	648753	1700435
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
No	Combined Math & Reading Standardized Test Score	Top Half	Count	152030	253430	247209	652669
			% within Ses2 (Comp Pared Parocc Faminc)	27.5%	46.1%	65.9%	44.2%
		Bottom Half	Count	400304	296195	127976	824475
			% within Ses2 (Comp Pared Parocc Faminc)	72.5%	53.9%	34.1%	55.8%
	Total		Count	552334	549625	375185	1477144
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
Total	Combined Math & Reading Standardized Test Score	Top Half	Count	284067	583521	738696	1606284
			% within Ses2 (Comp Pared Parocc Faminc)	29.2%	49.5%	72.1%	50.6%
		Bottom Half	Count	689604	596449	285242	1571295
			% within Ses2 (Comp Pared Parocc Faminc)	70.8%	50.5%	27.9%	49.4%
	Total		Count	973671	1179970	1023938	3177579
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%

Table 11: Combined Math & Reading Standardized Test Score * Ses2 * Extracurricular participation Crosstabulation

Extracurricular participation				Ses2 (Comp Pared Parocc Faminc) Low	Middle	High	Total
>One	Combined Math & Reading Standardized Test Score	Top Half	Count	69210	163503	293538	526251
			% within Ses2 (Comp Pared Parocc Faminc)	38.5%	61.9%	84.2%	66.4%
		Bottom Half	Count	110370	100769	55062	266201
			% within Ses2 (Comp Pared Parocc Faminc)	61.5%	38.1%	15.8%	33.6%
	Total		Count	179580	264272	348600	792452
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
One	Combined Math & Reading Standardized Test Score	Top Half	Count	76552	176727	226633	479912
			% within Ses2 (Comp Pared Parocc Faminc)	32.2%	53.6%	74.9%	55.2%
		Bottom Half	Count	161400	152790	75799	389989
			% within Ses2 (Comp Pared Parocc Faminc)	67.8%	46.4%	25.1%	44.8%
	Total		Count	237952	329517	302432	869901
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
None	Combined Math & Reading Standardized Test Score	Top Half	Count	148108	272192	265588	685888
			% within Ses2 (Comp Pared Parocc Faminc)	24.3%	42.3%	61.6%	40.7%
		Bottom Half	Count	460479	371525	165470	997474
			% within Ses2 (Comp Pared Parocc Faminc)	75.7%	57.7%	38.4%	59.3%
	Total		Count	608587	643717	431058	1683362
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
Total	Combined Math & Reading Standardized Test Score	Top Half	Count	293870	612422	785759	1692051
			% within Ses2 (Comp Pared Parocc Faminc)	28.6%	49.5%	72.6%	50.6%
		Bottom Half	Count	732249	625084	296331	1653664
			% within Ses2 (Comp Pared Parocc Faminc)	71.4%	50.5%	27.4%	49.4%
	Total		Count	1026119	1237506	1082090	3345715
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%

Table 12: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc Faminc) * Parent Aspirations Crosstabulation

Parent Aspirations				Ses2 (Comp Pared Parocc Faminc) Low	Middle	High	Total
At least Masters	Combined Math & Reading Standardized Test Score	Top Half	Count	127112	264812	453703	845627
			% within Ses2 (Comp Pared Parocc Faminc)	35.8%	54.5%	80.4%	60.2%
		Bottom Half	Count	227673	220886	110420	558979
			% within Ses2 (Comp Pared Parocc Faminc)	64.2%	45.5%	19.6%	39.8%
	Total		Count	354785	485698	564123	1404606
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
College grad	Combined Math & Reading Standardized Test Score	Top Half	Count	131970	309673	317911	759754
			% within Ses2 (Comp Pared Parocc Faminc)	28.4%	51.6%	66.8%	49.3%
		Bottom Half	Count	332776	291148	157920	781844
			% within Ses2 (Comp Pared Parocc Faminc)	71.6%	48.4%	33.2%	50.7%
	Total		Count	464745	601021	475831	1541596
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
<College grad	Combined Math & Reading Standardized Test Score	Top Half	Count	37610	42490	18611	98711
			% within Ses2 (Comp Pared Parocc Faminc)	15.8%	24.5%	34.7%	21.2%
		Bottom Half	Count	200095	130811	35052	365958
			% within Ses2 (Comp Pared Parocc Faminc)	84.2%	75.5%	65.3%	78.8%
	Total		Count	237705	173301	53663	464669
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
Total	Combined Math & Reading Standardized Test Score	Top Half	Count	296692	617175	790225	1704092
			% within Ses2 (Comp Pared Parocc Faminc)	28.1%	49.0%	72.3%	50.0%
		Bottom Half	Count	760544	642845	303392	1706781
			% within Ses2 (Comp Pared Parocc Faminc)	71.9%	51.0%	27.7%	50.0%
	Total		Count	1057236	1260020	1093617	3410873
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%

Table 13: Combined Math & Reading Standardized Test Score * Ses2 * RaceEth (Race & Hispanic) Crosstabulation

RaceEth (Race & Hispanic)				Ses2 (Comp Pared Parocc Faminc) Low	Middle	High	Total
Hispanic	Combined Math & Reading Standardized Test Score	Top Half	Count	59308	50164	40112	149584
			% within Ses2 (Comp Pared Parocc Faminc)	19.4%	31.5%	52.0%	27.6%
		Bottom Half	Count	246698	108876	37096	392670
			% within Ses2 (Comp Pared Parocc Faminc)	80.6%	68.5%	48.0%	72.4%
	Total		Count	306006	159040	77208	542254
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
NH-ASIAN	Combined Math & Reading Standardized Test Score	Top Half	Count	18682	22798	41362	82842
			% within Ses2 (Comp Pared Parocc Faminc)	38.7%	57.3%	75.9%	58.1%
		Bottom Half	Count	29579	16962	13136	59677
			% within Ses2 (Comp Pared Parocc Faminc)	61.3%	42.7%	24.1%	41.9%
	Total		Count	48261	39760	54498	142519
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
NH-BLK	Combined Math & Reading Standardized Test Score	Top Half	Count	22612	40086	42796	105494
			% within Ses2 (Comp Pared Parocc Faminc)	11.2%	20.7%	44.9%	21.5%
		Bottom Half	Count	179885	153395	52547	385827
			% within Ses2 (Comp Pared Parocc Faminc)	88.8%	79.3%	55.1%	78.5%
	Total		Count	202497	193481	95343	491321
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
NH-WHT	Combined Math & Reading Standardized Test Score	Top Half	Count	182058	475037	633006	1290101
			% within Ses2 (Comp Pared Parocc Faminc)	41.1%	59.6%	77.8%	62.8%
		Bottom Half	Count	261180	322114	180708	764002
			% within Ses2 (Comp Pared Parocc Faminc)	58.9%	40.4%	22.2%	37.2%
	Total		Count	443238	797151	813714	2054103
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
Total	Combined Math & Reading Standardized Test Score	Top Half	Count	282660	588085	757276	1628021
			% within Ses2 (Comp Pared Parocc Faminc)	28.3%	49.4%	72.8%	50.4%
		Bottom Half	Count	717342	601347	283487	1602176
			% within Ses2 (Comp Pared Parocc Faminc)	71.7%	50.6%	27.2%	49.6%
	Total		Count	1000002	1189432	1040763	3230197
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%

Table 14: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc Faminc) * Sex Crosstabulation

Sex				Ses2 (Comp Pared Parocc Faminc)			
				Low	Middle	High	Total
Female	Combined Math & Reading Standardized Test Score	Top Half	Count	156694	308820	391724	857238
			% within Ses2 (Comp Pared Parocc Faminc)	28.6%	50.3%	73.8%	50.6%
		Bottom Half	Count	391924	304923	139053	835900
			% within Ses2 (Comp Pared Parocc Faminc)	71.4%	49.7%	26.2%	49.4%
	Total		Count	548618	613743	530777	1693138
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
Male	Combined Math & Reading Standardized Test Score	Top Half	Count	139999	308355	398500	846854
			% within Ses2 (Comp Pared Parocc Faminc)	27.5%	47.7%	70.8%	49.3%
		Bottom Half	Count	368620	337922	164339	870881
			% within Ses2 (Comp Pared Parocc Faminc)	72.5%	52.3%	29.2%	50.7%
	Total		Count	508619	646277	562839	1717735
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%
Total	Combined Math & Reading Standardized Test Score	Top Half	Count	296693	617175	790224	1704092
			% within Ses2 (Comp Pared Parocc Faminc)	28.1%	49.0%	72.3%	50.0%
		Bottom Half	Count	760544	642845	303392	1706781
			% within Ses2 (Comp Pared Parocc Faminc)	71.9%	51.0%	27.7%	50.0%
	Total		Count	1057237	1260020	1093616	3410873
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%

Table 17: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc Faminc) * School control * RaceEth (Race & Hispanic) C-tab

RaceEth (Race & Hispanic)	School control				Ses2 (Comp Pared Parocc Faminc) Low	Middle	High	Total
Hispanic	Other private	Combined Math & Reading Standardized Test Score	Top Half	Count	75	500	1684	2259
				%	5.0%	24.1%	66.5%	36.9%
			Bottom Half	Count	1430	1578	849	3857
				%	95.0%	75.9%	33.5%	63.1%
		Total		Count	1505	2078	2533	6116
				%	100.0%	100.0%	100.0%	100.0%
	Catholic	Combined Math & Reading Standardized Test Score	Top Half	Count	1140	3476	5956	10572
				%	43.7%	59.3%	75.8%	64.7%
			Bottom Half	Count	1468	2385	1903	5756
				%	56.3%	40.7%	24.2%	35.3%
		Total		Count	2608	5861	7859	16328
				%	100.0%	100.0%	100.0%	100.0%
	Public	Combined Math & Reading Standardized Test Score	Top Half	Count	58093	46188	32472	136753
				%	19.2%	30.6%	48.6%	26.3%
			Bottom Half	Count	243801	104913	34345	383059
				%	80.8%	69.4%	51.4%	73.7%
		Total		Count	301894	151101	66817	519812
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	59308	50164	40112	149584
				%	19.4%	31.5%	52.0%	27.6%
			Bottom Half	Count	246699	108876	37097	392672
				%	80.6%	68.5%	48.0%	72.4%
		Total		Count	306007	159040	77209	542256
				%	100.0%	100.0%	100.0%	100.0%
NH-ASIAN	Other private	Combined Math & Reading Standardized Test Score	Top Half	Count	489	1548	2913	4950
				%	50.1%	55.3%	83.3%	68.1%
			Bottom Half	Count	487	1251	586	2324
				%	49.9%	44.7%	16.7%	31.9%
		Total		Count	976	2799	3499	7274
				%	100.0%	100.0%	100.0%	100.0%
	Catholic	Combined Math & Reading Standardized Test Score	Top Half	Count	319	936	3173	4428
				%	41.3%	64.2%	78.3%	70.5%
			Bottom Half	Count	453	523	877	1853
				%	58.7%	35.8%	21.7%	29.5%
		Total		Count	772	1459	4050	6281
				%	100.0%	100.0%	100.0%	100.0%
	Public	Combined Math & Reading Standardized Test Score	Top Half	Count	17874	20313	35276	73463
				%	38.4%	57.2%	75.1%	57.0%
			Bottom Half	Count	28639	15187	11673	55499
				%	61.6%	42.8%	24.9%	43.0%
		Total		Count	46513	35500	46949	128962
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	18682	22797	41362	82841
				%	38.7%	57.3%	75.9%	58.1%
			Bottom Half	Count	29579	16961	13136	59676
				%	61.3%	42.7%	24.1%	41.9%
		Total		Count	48261	39758	54498	142517
				%	100.0%	100.0%	100.0%	100.0%

Table 17 contd

NH-BLK	Other private	Combined Math & Reading Standardized Test Score	Top Half	Count	251	412	1582	2245
				%	25.6%	29.6%	73.1%	49.5%
			Bottom Half	Count	728	982	582	2292
				%	74.4%	70.4%	26.9%	50.5%
		Total		Count	979	1394	2164	4537
				%	100.0%	100.0%	100.0%	100.0%
	Catholic	Combined Math & Reading Standardized Test Score	Top Half	Count	226	1196	2451	3873
				%	16.0%	32.9%	64.0%	43.6%
			Bottom Half	Count	1188	2436	1377	5001
				%	84.0%	67.1%	36.0%	56.4%
		Total		Count	1414	3632	3828	8874
				% within Ses2 (Comp Pared Parocc Famlnc)	100.0%	100.0%	100.0%	100.0%
	Public	Combined Math & Reading Standardized Test Score	Top Half	Count	22135	38479	38762	99376
				%	11.1%	20.4%	43.4%	20.8%
			Bottom Half	Count	177969	149977	50588	378534
				%	88.9%	79.6%	56.6%	79.2%
		Total		Count	200104	188456	89350	477910
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	22612	40087	42795	105494
				%	11.2%	20.7%	44.9%	21.5%
			Bottom Half	Count	179885	153395	52547	385827
				%	88.8%	79.3%	55.1%	78.5%
		Total		Count	202497	193482	95342	491321
				%	100.0%	100.0%	100.0%	100.0%
NH-WHT	Other private	Combined Math & Reading Standardized Test Score	Top Half	Count	3595	13197	52446	69238
				%	50.6%	64.0%	84.2%	76.9%
			Bottom Half	Count	3515	7432	9867	20814
				%	49.4%	36.0%	15.8%	23.1%
		Total		Count	7110	20629	62313	90052
				%	100.0%	100.0%	100.0%	100.0%
	Catholic	Combined Math & Reading Standardized Test Score	Top Half	Count	4369	22630	59264	86263
				%	58.7%	72.9%	86.4%	80.6%
			Bottom Half	Count	3080	8392	9336	20808
				%	41.3%	27.1%	13.6%	19.4%
		Total		Count	7449	31022	68600	107071
				%	100.0%	100.0%	100.0%	100.0%
	Public	Combined Math & Reading Standardized Test Score	Top Half	Count	174094	439211	521296	1134601
				%	40.6%	58.9%	76.3%	61.1%
			Bottom Half	Count	254585	306289	161505	722379
				%	59.4%	41.1%	23.7%	38.9%
		Total		Count	428679	745500	682801	1856980
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	182058	475038	633006	1290102
				%	41.1%	59.6%	77.8%	62.8%

Table 17 contd

				Bottom Half	Count	261180	322113	180708	764001
					%	58.9%	40.4%	22.2%	37.2%
			Total		Count	443238	797151	813714	2054103
					%	100.0%	100.0%	100.0%	100.0%
Total		Other private	Combined Math & Reading Standardized Test Score	Top Half	Count	4410	15657	58625	78692
					%	41.7%	58.2%	83.1%	72.9%
				Bottom Half	Count	6160	11243	11884	29287
					%	58.3%	41.8%	16.9%	27.1%
			Total		Count	10570	26900	70509	107979
					%	100.0%	100.0%	100.0%	100.0%
		Catholic	Combined Math & Reading Standardized Test Score	Top Half	Count	6054	28238	70844	105136
					%	49.4%	67.3%	84.0%	75.9%
				Bottom Half	Count	6189	13736	13493	33418
					%	50.6%	32.7%	16.0%	24.1%
			Total		Count	12243	41974	84337	138554
					%	100.0%	100.0%	100.0%	100.0%
		Public	Combined Math & Reading Standardized Test Score	Top Half	Count	272196	544191	627806	1444193
					%	27.9%	48.6%	70.9%	48.4%
				Bottom Half	Count	704994	576366	258111	1539471
					%	72.1%	51.4%	29.1%	51.6%
			Total		Count	977190	1120557	885917	2983664
					%	100.0%	100.0%	100.0%	100.0%
		Total	Combined Math & Reading Standardized Test Score	Top Half	Count	282660	588086	757275	1628021
					%	28.3%	49.4%	72.8%	50.4%
				Bottom Half	Count	717343	601345	283488	1602176
					%	71.7%	50.6%	27.2%	49.6%
			Total		Count	1000003	1189431	1040763	3230197
					%	100.0%	100.0%	100.0%	100.0%

Table 18: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc Faminc)*FamComp2(M&D vB v1P)*RaceEth(Race&Hispanic) C-tab

RaceEth (Race & Hispanic)	FamComp2 (M&D v B v 1P)				Ses2 (Comp Pared Parocc Faminc) Low	Middle	High	Total
Hispanic	Single Parent	Combined Math & Reading Standardized Test Score	Top Half	Count	17739	11666	6521	35926
				%	21.3%	30.5%	46.1%	26.5%
			Bottom Half	Count	65423	26624	7615	99662
				%	78.7%	69.5%	53.9%	73.5%
		Total		Count	83162	38290	14136	135588
				%	100.0%	100.0%	100.0%	100.0%
	Blended	Combined Math & Reading Standardized Test Score	Top Half	Count	10598	9662	7406	27666
				%	19.1%	24.4%	40.4%	24.4%
			Bottom Half	Count	44853	29945	10930	85728
				%	80.9%	75.6%	59.6%	75.6%
		Total		Count	55451	39607	18336	113394
				%	100.0%	100.0%	100.0%	100.0%
	M&D	Combined Math & Reading Standardized Test Score	Top Half	Count	30971	28836	26185	85992
				%	18.5%	35.5%	58.5%	29.3%
			Bottom Half	Count	136422	52307	18551	207280
				%	81.5%	64.5%	41.5%	70.7%
		Total		Count	167393	81143	44736	293272
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	59308	50164	40112	149584
				%	19.4%	31.5%	52.0%	27.6%
			Bottom Half	Count	246698	108876	37096	392670
				%	80.6%	68.5%	48.0%	72.4%
		Total		Count	306006	159040	77208	542254
				%	100.0%	100.0%	100.0%	100.0%
NH-ASIAN	Single Parent	Combined Math & Reading Standardized Test Score	Top Half	Count	3085	3458	4463	11006
				%	31.2%	55.8%	76.9%	50.3%
			Bottom Half	Count	6796	2744	1338	10878
				%	68.8%	44.2%	23.1%	49.7%
		Total		Count	9881	6202	5801	21884
				%	100.0%	100.0%	100.0%	100.0%
	Blended	Combined Math & Reading Standardized Test Score	Top Half	Count	2453	2580	2384	7417
				%	24.9%	45.1%	66.0%	38.6%
			Bottom Half	Count	7406	3140	1230	11776
				%	75.1%	54.9%	34.0%	61.4%
		Total		Count	9859	5720	3614	19193
				%	100.0%	100.0%	100.0%	100.0%
	M&D	Combined Math & Reading Standardized Test Score	Top Half	Count	13145	16759	34515	64419
				%	46.1%	60.2%	76.6%	63.5%
			Bottom Half	Count	15377	11078	10568	37023
				%	53.9%	39.8%	23.4%	36.5%
		Total		Count	28522	27837	45083	101442
				%	100.0%	100.0%	100.0%	100.0%

Table 18 contd

	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	18683	22797	41362	82842
				%	38.7%	57.3%	75.9%	58.1%
			Bottom Half	Count	29579	16962	13136	59677
				%	61.3%	42.7%	24.1%	41.9%
		Total		Count	48262	39759	54498	142519
				%	100.0%	100.0%	100.0%	100.0%
NH-BLK	Single Parent	Combined Math & Reading Standardized Test Score	Top Half	Count	9035	16739	12870	38644
				%	7.5%	20.3%	42.8%	16.6%
			Bottom Half	Count	111478	65811	17207	194496
				%	92.5%	79.7%	57.2%	83.4%
		Total		Count	120513	82550	30077	233140
				%	100.0%	100.0%	100.0%	100.0%
	Blended	Combined Math & Reading Standardized Test Score	Top Half	Count	7646	9087	6426	23159
				%	19.2%	19.9%	35.9%	22.4%
			Bottom Half	Count	32178	36637	11464	80279
				%	80.8%	80.1%	64.1%	77.6%
		Total		Count	39824	45724	17890	103438
				%	100.0%	100.0%	100.0%	100.0%
	M&D	Combined Math & Reading Standardized Test Score	Top Half	Count	5931	14260	23500	43691
				%	14.1%	21.9%	49.6%	28.2%
			Bottom Half	Count	36229	50947	23875	111051
				%	85.9%	78.1%	50.4%	71.8%
		Total		Count	42160	65207	47375	154742
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	22612	40086	42796	105494
				%	11.2%	20.7%	44.9%	21.5%
			Bottom Half	Count	179885	153395	52546	385826
				%	88.8%	79.3%	55.1%	78.5%
		Total		Count	202497	193481	95342	491320
				%	100.0%	100.0%	100.0%	100.0%
NH-WHT	Single Parent	Combined Math & Reading Standardized Test Score	Top Half	Count	48495	99751	69968	218234
				%	39.3%	58.2%	70.6%	55.4%
			Bottom Half	Count	74907	71567	29195	175669
				%	60.7%	41.8%	29.4%	44.6%
		Total		Count	123402	171318	99163	393903
				%	100.0%	100.0%	100.0%	100.0%
	Blended	Combined Math & Reading Standardized Test Score	Top Half	Count	39178	79463	74862	193503
				%	40.2%	54.7%	67.1%	54.6%
			Bottom Half	Count	58205	65743	36671	160619
				%	59.8%	45.3%	32.9%	45.4%
		Total		Count	97383	145206	111533	354122
				%	100.0%	100.0%	100.0%	100.0%
	M&D	Combined Math & Reading Standardized Test Score	Top Half	Count	94385	295824	488156	878365
				%	42.4%	61.5%	81.0%	67.3%
			Bottom Half	Count	128068	184803	114842	427713
				%	57.6%	38.5%	19.0%	32.7%

Table 18 contd

		Total		Count	222453	480627	602998	1306078
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	182058	475038	633006	1290102
				%	41.1%	59.6%	77.8%	62.8%
			Bottom Half	Count	261180	322113	180708	764001
				%	58.9%	40.4%	22.2%	37.2%
		Total		Count	443238	797151	813714	2054103
				%	100.0%	100.0%	100.0%	100.0%
Total	Single Parent	Combined Math & Reading Standardized Test Score	Top Half	Count	78354	131614	93842	303810
				%	23.3%	44.1%	62.9%	38.7%
			Bottom Half	Count	258604	166746	55355	480705
				%	76.7%	55.9%	37.1%	61.3%
		Total		Count	336958	298360	149197	784515
				%	100.0%	100.0%	100.0%	100.0%
	Blended	Combined Math & Reading Standardized Test Score	Top Half	Count	59675	100792	91078	251745
				%	29.6%	42.7%	60.2%	42.7%
			Bottom Half	Count	142642	135465	60295	338402
				%	70.4%	57.3%	39.8%	57.3%
		Total		Count	202517	236257	151373	590147
				%	100.0%	100.0%	100.0%	100.0%
	M&D	Combined Math & Reading Standardized Test Score	Top Half	Count	144432	355679	572356	1072467
				%	31.4%	54.3%	77.3%	57.8%
			Bottom Half	Count	316096	299135	167836	783067
				%	68.6%	45.7%	22.7%	42.2%
		Total		Count	460528	654814	740192	1855534
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	282661	588085	757276	1628022
				%	28.3%	49.4%	72.8%	50.4%
			Bottom Half	Count	717342	601346	283486	1602174
				%	71.7%	50.6%	27.2%	49.6%
		Total		Count	1000003	1189431	1040762	3230196
				%	100.0%	100.0%	100.0%	100.0%

Table 19:Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc Faminc) * School urbanicity * RaceEth (Race & Hispanic) C-tab

RaceEth (Race & Hispanic)	School urbanicity				Ses2 (Comp Pared Parocc Faminc) Low	Middle	High	Total
Hispanic	Rural	Combined Math & Reading Standardized Test Score	Top Half	Count	4404	4315	7099	15818
				%	19.4%	35.3%	67.7%	34.8%
			Bottom Half	Count	18342	7916	3380	29638
				%	80.6%	64.7%	32.3%	65.2%
		Total		Count	22746	12231	10479	45456
				%	100.0%	100.0%	100.0%	100.0%
	Suburban	Combined Math & Reading Standardized Test Score	Top Half	Count	25907	23369	18718	67994
				%	19.7%	30.6%	52.3%	27.9%
			Bottom Half	Count	105670	53077	17084	175831
				%	80.3%	69.4%	47.7%	72.1%
		Total		Count	131577	76446	35802	243825
				%	100.0%	100.0%	100.0%	100.0%
	Urban	Combined Math & Reading Standardized Test Score	Top Half	Count	28998	22480	14296	65774
				%	19.1%	31.9%	46.2%	26.0%
			Bottom Half	Count	122685	47883	16632	187200
				%	80.9%	68.1%	53.8%	74.0%
		Total		Count	151683	70363	30928	252974
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	59309	50164	40113	149586
				%	19.4%	31.5%	52.0%	27.6%
			Bottom Half	Count	246697	108876	37096	392669
				%	80.6%	68.5%	48.0%	72.4%
		Total		Count	306006	159040	77209	542255
				%	100.0%	100.0%	100.0%	100.0%
NH-ASIAN	Rural	Combined Math & Reading Standardized Test Score	Top Half	Count	453	1794	2505	4752
				%	17.7%	55.4%	67.5%	49.9%
			Bottom Half	Count	2111	1447	1207	4765
				%	82.3%	44.6%	32.5%	50.1%
		Total		Count	2564	3241	3712	9517
				%	100.0%	100.0%	100.0%	100.0%
	Suburban	Combined Math & Reading Standardized Test Score	Top Half	Count	7357	14273	24250	45880
				%	43.8%	61.8%	78.5%	64.8%
			Bottom Half	Count	9433	8825	6652	24910
				%	56.2%	38.2%	21.5%	35.2%
		Total		Count	16790	23098	30902	70790
				%	100.0%	100.0%	100.0%	100.0%
	Urban	Combined Math & Reading Standardized Test Score	Top Half	Count	10872	6731	14607	32210
				%	37.6%	50.2%	73.5%	51.8%
			Bottom Half	Count	18035	6690	5278	30003
				%	62.4%	49.8%	26.5%	48.2%
		Total		Count	28907	13421	19885	62213
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	18682	22796	41362	82842
				%	38.7%	57.3%	75.9%	58.1%
			Bottom Half	Count	29579	16962	13137	59678
				%	61.3%	42.7%	24.1%	41.9%
		Total		Count	48261	39760	54499	142520
				%	100.0%	100.0%	100.0%	100.0%

Table 19 contd

NH-BLK	Rural	Combined Math & Reading Standardized Test Score	Top Half	Count	2917	2428	2700	8045
				%	11.7%	14.5%	36.0%	16.3%
			Bottom Half	Count	22088	14323	4804	41215
				%	88.3%	85.5%	64.0%	83.7%
		Total		Count	25005	16751	7504	49260
				%	100.0%	100.0%	100.0%	100.0%
	Suburban	Combined Math & Reading Standardized Test Score	Top Half	Count	7220	14100	21193	42513
				%	8.6%	19.6%	48.5%	21.3%
			Bottom Half	Count	76957	58008	22519	157484
				%	91.4%	80.4%	51.5%	78.7%
		Total		Count	84177	72108	43712	199997
				%	100.0%	100.0%	100.0%	100.0%
	Urban	Combined Math & Reading Standardized Test Score	Top Half	Count	12475	23559	18903	54937
				%	13.4%	22.5%	42.8%	22.7%
			Bottom Half	Count	80841	81064	25223	187128
				%	86.6%	77.5%	57.2%	77.3%
		Total		Count	93316	104623	44126	242065
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	22612	40087	42796	105495
				%	11.2%	20.7%	44.9%	21.5%
			Bottom Half	Count	179686	153395	52545	385627
				%	88.8%	79.3%	55.1%	78.5%
		Total		Count	202498	193482	95342	491322
				%	100.0%	100.0%	100.0%	100.0%
NH-WHT	Rural	Combined Math & Reading Standardized Test Score	Top Half	Count	62325	128097	112036	302458
				%	40.2%	58.0%	73.9%	57.4%
			Bottom Half	Count	92532	92607	39542	224681
				%	59.8%	42.0%	26.1%	42.6%
		Total		Count	154857	220704	151578	527139
				%	100.0%	100.0%	100.0%	100.0%
	Suburban	Combined Math & Reading Standardized Test Score	Top Half	Count	92430	260740	354638	707808
				%	41.5%	60.2%	78.9%	64.1%
			Bottom Half	Count	130150	172187	94832	397169
				%	58.5%	39.8%	21.1%	35.9%
		Total		Count	222580	432927	449470	1104977
				%	100.0%	100.0%	100.0%	100.0%
	Urban	Combined Math & Reading Standardized Test Score	Top Half	Count	27304	86200	166332	279836
				%	41.5%	60.1%	78.2%	66.3%
			Bottom Half	Count	38498	57319	46335	142152
				%	58.5%	39.9%	21.8%	33.7%
		Total		Count	65802	143519	212667	421988
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	182059	475037	633006	1290102
				%	41.1%	59.6%	77.8%	62.8%
			Bottom Half	Count	261180	322113	180709	764002
				%	58.9%	40.4%	22.2%	37.2%
		Total		Count	443239	797150	813715	2054104
				%	100.0%	100.0%	100.0%	100.0%
Total	Rural	Combined Math & Reading Standardized Test Score	Top Half	Count	70099	136634	124340	331073
				%	34.2%	54.0%	71.8%	52.4%
			Bottom Half	Count	135073	116293	48933	300299
				%	65.8%	46.0%	28.2%	47.6%
		Total		Count	205172	252927	173273	631372
				%	100.0%	100.0%	100.0%	100.0%

Table 19 contd

Suburban	Combined Math & Reading Standardized Test Score	Top Half	Count	132914	312482	418799	864195
			%	29.2%	51.7%	74.8%	53.4%
		Bottom Half	Count	322210	292097	141087	755394
			%	70.8%	48.3%	25.2%	46.6%
	Total		Count	455124	604579	559886	1619589
			%	100.0%	100.0%	100.0%	100.0%
Urban	Combined Math & Reading Standardized Test Score	Top Half	Count	79649	138970	214138	432757
			%	23.4%	41.9%	69.6%	44.2%
		Bottom Half	Count	260059	192956	93468	546483
			%	76.6%	58.1%	30.4%	55.8%
	Total		Count	339708	331926	307606	979240
			%	100.0%	100.0%	100.0%	100.0%
Total	Combined Math & Reading Standardized Test Score	Top Half	Count	282662	588086	757277	1628025
			%	28.3%	49.4%	72.8%	50.4%
		Bottom Half	Count	717342	601346	283488	1602176
			%	71.7%	50.6%	27.2%	49.6%
	Total		Count	1000004	1189432	1040765	3230201
			%	100.0%	100.0%	100.0%	100.0%

Table 20: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc Faminc) * School Size * RaceEth (Race & Hispanic) C-tab

RaceEth (Race & Hispanic)	School Size				Ses2 (Comp Pared Parocc Faminc) Low	Middle	High	Total
Hispanic	>1,000 students	Combined Math & Reading Standardized Test Score	Top Half	Count	41071	28274	25319	94664
				%	22.0%	29.0%	49.6%	28.2%
			Bottom Half	Count	145922	69283	25680	240885
				%	78.0%	71.0%	50.4%	71.8%
		Total		Count	186993	97557	50999	335549
				%	100.0%	100.0%	100.0%	100.0%
	<1,000 students	Combined Math & Reading Standardized Test Score	Top Half	Count	6918	8612	8275	23805
				%	16.2%	32.7%	60.7%	28.8%
			Bottom Half	Count	35812	17748	5360	58920
				%	83.8%	67.3%	39.3%	71.2%
		Total		Count	42730	26360	13635	82725
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	47989	36886	33594	118469
				%	20.9%	29.8%	52.0%	28.3%
			Bottom Half	Count	181734	87031	31040	299805
				%	79.1%	70.2%	48.0%	71.7%
		Total		Count	229723	123917	64634	418274
				%	100.0%	100.0%	100.0%	100.0%
NH-ASIAN	>1,000 students	Combined Math & Reading Standardized Test Score	Top Half	Count	13452	13272	27282	54006
				%	42.7%	56.4%	75.4%	59.2%
			Bottom Half	Count	18016	10256	8887	37159
				%	57.3%	43.6%	24.6%	40.8%
		Total		Count	31468	23528	36169	91165
				%	100.0%	100.0%	100.0%	100.0%
	<1,000 students	Combined Math & Reading Standardized Test Score	Top Half	Count	1368	4416	7558	13342
				%	28.7%	62.1%	81.1%	62.9%
			Bottom Half	Count	3399	2695	1764	7858
				%	71.3%	37.9%	18.9%	37.1%
		Total		Count	4767	7111	9322	21200
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	14820	17688	34840	67348
				%	40.9%	57.7%	76.6%	59.9%
			Bottom Half	Count	21415	12951	10651	45017
				%	59.1%	42.3%	23.4%	40.1%
		Total		Count	36235	30639	45491	112365
				%	100.0%	100.0%	100.0%	100.0%
NH-BLK	>1,000 students	Combined Math & Reading Standardized Test Score	Top Half	Count	10928	20394	27258	58580
				%	10.6%	20.6%	46.5%	22.5%
			Bottom Half	Count	91861	78815	31326	202002
				%	89.4%	79.4%	53.5%	77.5%
		Total		Count	102789	99209	58584	260582
				%	100.0%	100.0%	100.0%	100.0%
	<1,000 students	Combined Math & Reading Standardized Test Score	Top Half	Count	6076	6519	6054	18649
				%	10.3%	16.3%	35.7%	16.1%
			Bottom Half	Count	52824	33560	10893	97277
				%	89.7%	83.7%	64.3%	83.9%
		Total		Count	58900	40079	16947	115926
				%	100.0%	100.0%	100.0%	100.0%

Table 20 contd

	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	17004	26913	33312	77229
				%	10.5%	19.3%	44.1%	20.5%
			Bottom Half	Count	144685	112375	42219	299279
				%	89.5%	80.7%	55.9%	79.5%
			Total	Count	161689	139288	75531	376508
				%	100.0%	100.0%	100.0%	100.0%
NH-WHT	>1,000 students	Combined Math & Reading Standardized Test Score	Top Half	Count	67163	231030	356940	655133
				%	38.6%	59.0%	77.6%	63.9%
			Bottom Half	Count	106957	160607	103212	370776
				%	61.4%	41.0%	22.4%	36.1%
			Total	Count	174120	391637	460152	1025909
				%	100.0%	100.0%	100.0%	100.0%
	<1,000 students	Combined Math & Reading Standardized Test Score	Top Half	Count	93648	193390	204683	491721
				%	43.0%	61.1%	77.1%	61.5%
			Bottom Half	Count	124223	122945	60908	308076
				%	57.0%	38.9%	22.9%	38.5%
			Total	Count	217871	316335	265591	799797
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	160811	424420	561623	1146854
				%	41.0%	59.9%	77.4%	62.8%
			Bottom Half	Count	231180	283552	164120	678852
				%	59.0%	40.1%	22.6%	37.2%
			Total	Count	391991	707972	725743	1825706
				%	100.0%	100.0%	100.0%	100.0%
Total	>1,000 students	Combined Math & Reading Standardized Test Score	Top Half	Count	132614	292970	436799	862383
				%	26.8%	47.9%	72.1%	50.3%
			Bottom Half	Count	362756	318961	169105	850822
				%	73.2%	52.1%	27.9%	49.7%
			Total	Count	495370	611931	605904	1713205
				%	100.0%	100.0%	100.0%	100.0%
	<1,000 students	Combined Math & Reading Standardized Test Score	Top Half	Count	108010	212937	226570	547517
				%	33.3%	54.6%	74.2%	53.7%
			Bottom Half	Count	216258	176948	78925	472131
				%	66.7%	45.4%	25.8%	46.3%
			Total	Count	324268	389885	305495	1019648
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	240624	505907	663369	1409900
				%	29.4%	50.5%	72.8%	51.6%
			Bottom Half	Count	579014	495909	248030	1322953
				%	70.6%	49.5%	27.2%	48.4%
			Total	Count	819638	1001816	911399	2732853
				% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%

Table 21: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc Faminc) * ClassSize * RaceEth (Race & Hispanic) C-tab

RaceEth (Race & Hispanic)	ClassSize				Ses2 (Comp Pared Parocc Faminc) Low	Middle	High	Total
Hispanic	>400 students	Combined Math & Reading Standardized Test Score	Top Half	Count	43222	33854	21972	99048
				%	20.6%	32.2%	46.3%	27.4%
			Bottom Half	Count	166378	71142	25458	262978
				%	79.4%	67.8%	53.7%	72.6%
			Total	Count	209600	104996	47430	362026
				%	100.0%	100.0%	100.0%	100.0%
	<400 students	Combined Math & Reading Standardized Test Score	Top Half	Count	16087	16309	18139	50535
				%	16.7%	30.2%	60.9%	28.0%
			Bottom Half	Count	80320	37735	11638	129693
				%	83.3%	69.8%	39.1%	72.0%
			Total	Count	96407	54044	29777	180228
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	59309	50163	40111	149583
				%	19.4%	31.5%	52.0%	27.6%
			Bottom Half	Count	246698	108877	37096	392671
				%	80.6%	68.5%	48.0%	72.4%
			Total	Count	306007	159040	77207	542254
				%	100.0%	100.0%	100.0%	100.0%
NH-ASIAN	>400 students	Combined Math & Reading Standardized Test Score	Top Half	Count	12958	12515	21176	46649
				%	41.0%	58.4%	72.6%	56.8%
			Bottom Half	Count	18617	8898	8001	35516
				%	59.0%	41.6%	27.4%	43.2%
			Total	Count	31575	21413	29177	82165
				%	100.0%	100.0%	100.0%	100.0%
	<400 students	Combined Math & Reading Standardized Test Score	Top Half	Count	5724	10282	20186	36192
				%	34.3%	56.0%	79.7%	60.0%
			Bottom Half	Count	10962	8064	5135	24161
				%	65.7%	44.0%	20.3%	40.0%
			Total	Count	16686	18346	25321	60353
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	18682	22797	41362	82841
				%	38.7%	57.3%	75.9%	58.1%
			Bottom Half	Count	29579	16962	13136	59677
				%	61.3%	42.7%	24.1%	41.9%
			Total	Count	48261	39759	54498	142518
				%	100.0%	100.0%	100.0%	100.0%
NH-BLK	>400 students	Combined Math & Reading Standardized Test Score	Top Half	Count	9311	18400	22750	50461
				%	13.2%	20.7%	48.6%	24.4%
			Bottom Half	Count	61415	70602	24104	156121
				%	86.8%	79.3%	51.4%	75.6%
			Total	Count	70726	89002	46854	206582
				%	100.0%	100.0%	100.0%	100.0%
	<400 students	Combined Math & Reading Standardized Test Score	Top Half	Count	13301	21686	20046	55033
				%	10.1%	20.8%	41.3%	19.3%
			Bottom Half	Count	118470	82792	28443	229705
				%	89.9%	79.2%	58.7%	80.7%
			Total	Count	131771	104478	48489	284738
				%	100.0%	100.0%	100.0%	100.0%

Table 21 contd

	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	22612	40086	42796	105494
				%	11.2%	20.7%	44.9%	21.5%
			Bottom Half	Count	179885	153394	52547	385826
				%	88.8%	79.3%	55.1%	78.5%
		Total		Count	202497	193480	95343	491320
				%	100.0%	100.0%	100.0%	100.0%
NH-WHT	>400 students	Combined Math & Reading Standardized Test Score	Top Half	Count	43376	152340	232984	428700
				%	39.4%	56.6%	75.3%	62.2%
			Bottom Half	Count	66759	116990	76282	260031
				%	60.6%	43.4%	24.7%	37.8%
		Total		Count	110135	269330	309266	688731
				%	100.0%	100.0%	100.0%	100.0%
	<400 students	Combined Math & Reading Standardized Test Score	Top Half	Count	138682	322697	400022	861401
				%	41.6%	61.1%	79.3%	63.1%
			Bottom Half	Count	194421	205123	104427	503971
				%	58.4%	38.9%	20.7%	36.9%
		Total		Count	333103	527820	504449	1365372
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	182058	475037	633006	1290101
				%	41.1%	59.6%	77.8%	62.8%
			Bottom Half	Count	261180	322113	180709	764002
				%	58.9%	40.4%	22.2%	37.2%
		Total		Count	443238	797150	813715	2054103
				%	100.0%	100.0%	100.0%	100.0%
Total	>400 students	Combined Math & Reading Standardized Test Score	Top Half	Count	108867	217109	298882	624858
				%	25.8%	44.8%	69.1%	46.6%
			Bottom Half	Count	313169	267632	133845	714646
				%	74.2%	55.2%	30.9%	53.4%
		Total		Count	422036	484741	432727	1339504
				%	100.0%	100.0%	100.0%	100.0%
	<400 students	Combined Math & Reading Standardized Test Score	Top Half	Count	173794	370974	458393	1003161
				%	30.1%	52.6%	75.4%	53.1%
			Bottom Half	Count	404173	333714	149643	887530
				%	69.9%	47.4%	24.6%	46.9%
		Total		Count	577967	704688	608036	1890691
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	282661	588083	757275	1628019
				%	28.3%	49.4%	72.8%	50.4%
			Bottom Half	Count	717342	601346	283488	1602176
				%	71.7%	50.6%	27.2%	49.6%
		Total		Count	1000003	1189429	1040763	3230195
				%	100.0%	100.0%	100.0%	100.0%

Table 22: Combined Math & Reading Standardized Test Score* Ses2 (Comp Pared Parocc Faminc) *Hours/day watching TV/videos/playing VG*RaceEth (Race&Hispanic) C-tab

RaceEth (Race & Hispanic)	Hours/day watching TV/videos/playing VG				Ses2 (Comp Pared Parocc Faminc) Low	Middle	High	Total
Hispanic	>5 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	8858	10586	6757	26201
				%	14.4%	28.8%	41.5%	22.9%
			Bottom Half	Count	52794	26132	9534	88460
				%	85.6%	71.2%	58.5%	77.1%
		Total		Count	61652	36718	16291	114661
				%	100.0%	100.0%	100.0%	100.0%
	3-5 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	20577	15599	13280	49456
				%	21.9%	33.4%	50.4%	29.6%
			Bottom Half	Count	73291	31164	13046	117501
				%	78.1%	66.6%	49.6%	70.4%
		Total		Count	93868	46763	26326	166957
				%	100.0%	100.0%	100.0%	100.0%
	<2 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	15199	14029	14402	43630
				%	21.7%	35.5%	62.5%	32.9%
			Bottom Half	Count	54785	25528	8638	88951
				%	78.3%	64.5%	37.5%	67.1%
		Total		Count	69984	39557	23040	132581
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	44634	40214	34439	119287
				%	19.8%	32.7%	52.5%	28.8%
			Bottom Half	Count	180870	82824	31218	294912
				%	80.2%	67.3%	47.5%	71.2%
		Total		Count	225504	123038	65657	414199
				%	100.0%	100.0%	100.0%	100.0%
NH-ASIAN	>5 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	2562	3809	4627	10998
				%	29.2%	53.0%	72.5%	49.2%
			Bottom Half	Count	6207	3376	1751	11334
				%	70.8%	47.0%	27.5%	50.8%
		Total		Count	8769	7185	6378	22332
				%	100.0%	100.0%	100.0%	100.0%
	3-5 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	7540	8201	12195	27936
				%	45.2%	63.4%	75.2%	60.9%
			Bottom Half	Count	9151	4736	4023	17910
				%	54.8%	36.6%	24.8%	39.1%
		Total		Count	16691	12937	16218	45846
				%	100.0%	100.0%	100.0%	100.0%
	<2 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	5949	8565	18287	32801
				%	45.4%	64.5%	83.3%	67.9%
			Bottom Half	Count	7161	4708	3666	15535
				%	54.6%	35.5%	16.7%	32.1%
		Total		Count	13110	13273	21953	48336
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	16051	20575	35109	71735
				%	41.6%	61.6%	78.8%	61.6%
			Bottom Half	Count	22519	12820	9440	44779
				%	58.4%	38.4%	21.2%	38.4%
		Total		Count	38570	33395	44549	116514
				%	100.0%	100.0%	100.0%	100.0%

Table 22 contd

NH-BLK	>5 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	6791	9658	6175	22624
				%	14.8%	20.6%	28.0%	19.7%
			Bottom Half	Count	38967	37320	15850	92137
				%	85.2%	79.4%	72.0%	80.3%
		Total		Count	45758	46978	22025	114761
				%	100.0%	100.0%	100.0%	100.0%
	3-5 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	5162	12105	13764	31031
				%	8.6%	20.5%	50.4%	21.2%
			Bottom Half	Count	54592	46972	13536	115100
				%	91.4%	79.5%	49.6%	78.8%
		Total		Count	59754	59077	27300	146131
				%	100.0%	100.0%	100.0%	100.0%
	<2 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	4182	7924	11994	24100
				%	13.0%	22.9%	56.6%	27.4%
			Bottom Half	Count	27893	26706	9197	63796
				%	87.0%	77.1%	43.4%	72.6%
		Total		Count	32075	34630	21191	87896
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	16135	29687	31933	77755
				%	11.7%	21.1%	45.3%	22.3%
			Bottom Half	Count	121452	110998	38583	271033
				%	88.3%	78.9%	54.7%	77.7%
		Total		Count	137587	140685	70516	348788
				%	100.0%	100.0%	100.0%	100.0%
NH-WHT	>5 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	29345	73191	61574	164110
				%	32.5%	49.7%	60.4%	48.3%
			Bottom Half	Count	61060	73927	40407	175394
				%	67.5%	50.3%	39.6%	51.7%
		Total		Count	90405	147118	101981	339504
				%	100.0%	100.0%	100.0%	100.0%
	3-5 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	61929	163370	181253	406552
				%	41.8%	61.4%	74.5%	61.8%
			Bottom Half	Count	86239	102664	62027	250930
				%	58.2%	38.6%	25.5%	38.2%
		Total		Count	148168	266034	243280	657482
				%	100.0%	100.0%	100.0%	100.0%
	<2 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	63729	177675	303308	544712
				%	49.8%	67.5%	84.6%	72.7%
			Bottom Half	Count	64349	85495	55209	205053
				%	50.2%	32.5%	15.4%	27.3%
		Total		Count	128078	263170	358517	749765
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	155003	414236	546135	1115374
				%	42.3%	61.2%	77.6%	63.9%
			Bottom Half	Count	211648	262086	157643	631377
				%	57.7%	38.8%	22.4%	36.1%
		Total		Count	366651	676322	703778	1746751
				%	100.0%	100.0%	100.0%	100.0%
Total	>5 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	47556	97244	79133	223933
				%	23.0%	40.9%	54.0%	37.9%
			Bottom Half	Count	159028	140755	67542	367325
				%	77.0%	59.1%	46.0%	62.1%

Table 22 contd

3-5 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	95208	199275	220492	514975
			%	29.9%	51.8%	70.4%	50.7%
		Bottom Half	Count	223273	185536	92632	501441
			%	70.1%	48.2%	29.6%	49.3%
	Total		Count	318481	384811	313124	1016416
			%	100.0%	100.0%	100.0%	100.0%
<2 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	89059	208193	347991	645243
			%	36.6%	59.4%	81.9%	63.3%
		Bottom Half	Count	154188	142437	76710	373335
			%	63.4%	40.6%	18.1%	36.7%
	Total		Count	243247	350630	424701	1018578
			%	100.0%	100.0%	100.0%	100.0%
Total	Combined Math & Reading Standardized Test Score	Top Half	Count	231823	504712	647616	1384151
			%	30.2%	51.8%	73.2%	52.7%
		Bottom Half	Count	536489	468728	236884	1242101
			%	69.8%	48.2%	26.8%	47.3%
	Total		Count	768312	973440	884500	2626252
			% within Ses2 (Comp Pared Parocc Faminc)	100.0%	100.0%	100.0%	100.0%

Table 23: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc Faminc) * Time on HW * RaceEth (Race & Hispanic) C-tab

RaceEth (Race & Hispanic)	Time on HW				Ses2 (Comp Pared Parocc Faminc) Low	Middle	High	Total
Hispanic	>11 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	18937	18182	13035	50154
				%	32.2%	40.7%	59.6%	40.0%
			Bottom Half	Count	39829	26461	8826	75116
				%	67.8%	59.3%	40.4%	60.0%
			Total	Count	58766	44643	21861	125270
				%	100.0%	100.0%	100.0%	100.0%
	5-11 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	16548	16648	15410	48606
				%	18.1%	35.7%	58.4%	29.6%
			Bottom Half	Count	74747	29921	10982	115650
				%	81.9%	64.3%	41.6%	70.4%
			Total	Count	91295	46569	26392	164256
				%	100.0%	100.0%	100.0%	100.0%
	<5 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	18302	10870	7900	37072
				%	16.6%	23.2%	37.0%	20.8%
			Bottom Half	Count	91819	35915	13443	141177
				%	83.4%	76.8%	63.0%	79.2%
			Total	Count	110121	46785	21343	178249
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	53787	45700	36345	135832
				%	20.7%	33.1%	52.2%	29.0%
			Bottom Half	Count	206395	92297	33251	331943
				%	79.3%	66.9%	47.8%	71.0%
			Total	Count	260182	137997	69596	467775
				%	100.0%	100.0%	100.0%	100.0%
NH-ASIAN	>11 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	6618	10385	20133	37136
				%	52.5%	70.3%	84.9%	72.7%
			Bottom Half	Count	5999	4382	3580	13961
				%	47.5%	29.7%	15.1%	27.3%
			Total	Count	12617	14767	23713	51097
				%	100.0%	100.0%	100.0%	100.0%
	5-11 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	8092	6306	10273	24671
				%	41.3%	56.2%	73.4%	55.1%
			Bottom Half	Count	11486	4907	3721	20114
				%	58.7%	43.8%	26.6%	44.9%
			Total	Count	19578	11213	13994	44785
				%	100.0%	100.0%	100.0%	100.0%
	<5 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	2049	4486	6858	13393
				%	20.5%	45.9%	62.4%	43.6%
			Bottom Half	Count	7946	5280	4131	17357
				%	79.5%	54.1%	37.6%	56.4%
			Total	Count	9995	9766	10969	30750
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	16759	21177	37264	75200
				%	39.7%	59.2%	76.5%	59.4%
			Bottom Half	Count	25431	14569	11432	51432
				%	60.3%	40.8%	23.5%	40.6%
			Total	Count	42190	35746	48696	126632
				%	100.0%	100.0%	100.0%	100.0%

Table 23 contd

NH-BLK	>11 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	7297	12665	16000	35962
				%	22.4%	34.3%	64.3%	38.1%
			Bottom Half	Count	25332	24257	8889	58478
				%	77.6%	65.7%	35.7%	61.9%
		Total		Count	32629	36922	24889	94440
				%	100.0%	100.0%	100.0%	100.0%
	5-11 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	8900	14718	14084	37702
				%	14.4%	25.4%	44.1%	24.8%
			Bottom Half	Count	53061	43320	17872	114253
				%	85.6%	74.6%	55.9%	75.2%
		Total		Count	61961	58038	31956	151955
				%	100.0%	100.0%	100.0%	100.0%
	<5 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	5185	11299	9202	25686
				%	6.4%	15.0%	31.6%	13.8%
			Bottom Half	Count	76423	63839	19958	160220
				%	93.6%	85.0%	68.4%	86.2%
		Total		Count	81608	75138	29160	185906
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	21382	38682	39286	99350
				%	12.1%	22.7%	45.7%	23.0%
			Bottom Half	Count	154816	131416	46719	332951
				%	87.9%	77.3%	54.3%	77.0%
		Total		Count	176198	170098	86005	432301
				%	100.0%	100.0%	100.0%	100.0%
NH-WHT	>11 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	59308	145771	255271	461350
				%	54.8%	67.2%	85.3%	73.7%
			Bottom Half	Count	48961	71767	43989	164717
				%	45.2%	32.8%	14.7%	26.3%
		Total		Count	108269	216538	299260	626067
				%	100.0%	100.0%	100.0%	100.0%
	5-11 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	64931	190305	232232	487468
				%	41.0%	64.7%	79.9%	65.6%
			Bottom Half	Count	93584	103828	58467	255879
				%	59.0%	35.3%	20.1%	34.4%
		Total		Count	158515	294133	290699	743347
				%	100.0%	100.0%	100.0%	100.0%
	<5 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	48059	111221	109722	269002
				%	33.7%	47.8%	63.9%	49.2%

Table 23 contd

				Bottom Half	Count	94359	121555	61960	277874
					%	66.3%	52.2%	36.1%	50.8%
			Total		Count	142418	232776	171682	546876
					%	100.0%	100.0%	100.0%	100.0%
		Total	Combined Math & Reading Standardized Test Score	Top Half	Count	172298	448297	597225	1217820
					%	42.1%	60.1%	78.4%	63.6%
				Bottom Half	Count	236904	297150	164416	698470
					%	57.9%	39.9%	21.6%	36.4%
			Total		Count	409202	745447	761641	1916290
					%	100.0%	100.0%	100.0%	100.0%
Total		>11 hours	Combined Math & Reading Standardized Test Score	Top Half	Count	92160	188003	304439	584602
					%	43.4%	59.7%	82.3%	65.2%
				Bottom Half	Count	120121	126867	65284	312272
					%	56.6%	40.3%	17.7%	34.8%
			Total		Count	212281	314870	369723	896874
					%	100.0%	100.0%	100.0%	100.0%
	5-11 hours		Combined Math & Reading Standardized Test Score	Top Half	Count	98471	227977	271999	598447
					%	29.7%	55.6%	74.9%	54.2%
				Bottom Half	Count	232878	181976	91042	505896
					%	70.3%	44.4%	25.1%	45.8%
			Total		Count	331349	409953	363041	1104343
					%	100.0%	100.0%	100.0%	100.0%
	<5 hours		Combined Math & Reading Standardized Test Score	Top Half	Count	73595	137876	133682	345153
					%	21.4%	37.8%	57.3%	36.6%
				Bottom Half	Count	270547	226589	99492	596628
					%	78.6%	62.2%	42.7%	63.4%
			Total		Count	344142	364465	233174	941781
					%	100.0%	100.0%	100.0%	100.0%
	Total		Combined Math & Reading Standardized Test Score	Top Half	Count	264226	553856	710120	1528202
					%	29.8%	50.8%	73.5%	51.9%
				Bottom Half	Count	623546	535432	255818	1414796
					%	70.2%	49.2%	26.5%	48.1%
			Total		Count	887772	1089288	965938	2942998
					%	100.0%	100.0%	100.0%	100.0%

Table 24:Combined Math&Reading StandardizedTestScore* Ses2 (CompParedParoccFaminc) * Athletic participation*RaceEth (Race&Hispanic) C-tab

RaceEth (Race & Hispanic)	Athletic participation				Ses2 (Comp Pared Parocc Faminc) Low	Middle	High	Total
Hispanic	Yes	Combined Math & Reading Standardized Test Score	Top Half	Count	23343	24463	19255	67061
				%	22.0%	32.8%	51.9%	30.8%
			Bottom Half	Count	82657	50139	17864	150660
				%	78.0%	67.2%	48.1%	69.2%
		Total		Count	106000	74602	37119	217721
				%	100.0%	100.0%	100.0%	100.0%
	No	Combined Math & Reading Standardized Test Score	Top Half	Count	33652	22314	17706	73672
				%	19.3%	31.0%	53.1%	26.4%
			Bottom Half	Count	140325	49752	15645	205722
				%	80.7%	69.0%	46.9%	73.6%
		Total		Count	173977	72066	33351	279394
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	56995	46777	36961	140733
				%	20.4%	31.9%	52.4%	28.3%
			Bottom Half	Count	222982	99891	33509	356382
				%	79.6%	68.1%	47.6%	71.7%
		Total		Count	279977	146668	70470	497115
				%	100.0%	100.0%	100.0%	100.0%
NH-ASIAN	Yes	Combined Math & Reading Standardized Test Score	Top Half	Count	6847	9272	21586	37705
				%	48.4%	65.7%	82.0%	69.1%
			Bottom Half	Count	7310	4831	4725	16866
				%	51.6%	34.3%	18.0%	30.9%
		Total		Count	14157	14103	26311	54571
				%	100.0%	100.0%	100.0%	100.0%
	No	Combined Math & Reading Standardized Test Score	Top Half	Count	11158	12856	16850	40864
				%	36.5%	56.4%	70.2%	52.8%
			Bottom Half	Count	19446	9943	7160	36549
				%	63.5%	43.6%	29.8%	47.2%
		Total		Count	30604	22799	24010	77413
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	18005	22128	38436	78569
				%	40.2%	60.0%	76.4%	59.5%
			Bottom Half	Count	26756	14774	11885	53415
				%	59.8%	40.0%	23.6%	40.5%
		Total		Count	44761	36902	50321	131984
				%	100.0%	100.0%	100.0%	100.0%
NH-BLK	Yes	Combined Math & Reading Standardized Test Score	Top Half	Count	9678	20510	25146	55334
				%	10.7%	21.4%	45.8%	22.9%
			Bottom Half	Count	80836	75529	29769	186134
				%	89.3%	78.6%	54.2%	77.1%
		Total		Count	90514	96039	54915	241468
				%	100.0%	100.0%	100.0%	100.0%
	No	Combined Math & Reading Standardized Test Score	Top Half	Count	11846	15984	14577	42407
				%	13.4%	19.6%	42.3%	20.7%
			Bottom Half	Count	76591	65564	19871	162026
				%	86.6%	80.4%	57.7%	79.3%

Table 24 contd

		Total		Count	88437	81548	34448	204433
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	21524	36494	39723	97741
				%	12.0%	20.5%	44.5%	21.9%
			Bottom Half	Count	157427	141093	49640	348160
				%	88.0%	79.5%	55.5%	78.1%
		Total		Count	178951	177587	89363	445901
				%	100.0%	100.0%	100.0%	100.0%
NH-WHT	Yes	Combined Math & Reading Standardized Test Score	Top Half	Count	86968	260579	408291	755858
				%	46.4%	63.6%	80.9%	68.6%
			Bottom Half	Count	100325	149286	96603	346214
				%	53.6%	36.4%	19.1%	31.4%
		Total		Count	187313	409865	504894	1102072
				%	100.0%	100.0%	100.0%	100.0%
	No	Combined Math & Reading Standardized Test Score	Top Half	Count	87241	190181	184251	461673
				%	38.1%	55.7%	71.2%	55.7%
			Bottom Half	Count	141623	151183	74694	367500
				%	61.9%	44.3%	28.8%	44.3%
		Total		Count	228864	341364	258945	829173
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	174229	450760	592542	1217531
				%	41.9%	60.0%	77.6%	63.0%
			Bottom Half	Count	241948	300469	171297	713714
				%	58.1%	40.0%	22.4%	37.0%
		Total		Count	416177	751229	763839	1931245
				%	100.0%	100.0%	100.0%	100.0%
Total	Yes	Combined Math & Reading Standardized Test Score	Top Half	Count	126856	314824	474278	915958
				%	31.9%	52.9%	76.1%	56.7%
			Bottom Half	Count	271128	279785	148961	699874
				%	68.1%	47.1%	23.9%	43.3%
		Total		Count	397984	594609	623239	1615832
				%	100.0%	100.0%	100.0%	100.0%
	No	Combined Math & Reading Standardized Test Score	Top Half	Count	143897	241335	233384	618616
				%	27.6%	46.6%	66.5%	44.5%
			Bottom Half	Count	377985	276442	117370	771797
				%	72.4%	53.4%	33.5%	55.5%
		Total		Count	521882	517777	350754	1390413
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	270753	556159	707662	1534574
				%	29.4%	50.0%	72.7%	51.0%
			Bottom Half	Count	649113	556227	266331	1471671
				%	70.6%	50.0%	27.3%	49.0%
		Total		Count	919866	1112386	973993	3006245
				%	100.0%	100.0%	100.0%	100.0%

Table 25: CombinedMath&ReadingStandardizedTestScore* Ses2(ComparedParoccFaminc) *Extracurrparticipation* RaceEth(Race&Hispanic)C-tab

RaceEth (Race & Hispanic)	Extracurricular participation				Ses2 (Compared Parocc Faminc) Low	Middle	High	Total
Hispanic	>One	Combined Math & Reading Standardized Test Score	Top Half	Count	11352	7947	13378	32677
				%	28.7%	38.1%	74.3%	41.6%
			Bottom Half	Count	28228	12931	4629	45788
				%	71.3%	61.9%	25.7%	58.4%
		Total		Count	39580	20878	18007	78465
				%	100.0%	100.0%	100.0%	100.0%
	One	Combined Math & Reading Standardized Test Score	Top Half	Count	11103	15617	8722	35442
				%	19.6%	38.2%	56.1%	31.3%
			Bottom Half	Count	45557	25316	6818	77691
				%	80.4%	61.8%	43.9%	68.7%
		Total		Count	56660	40933	15540	113133
				%	100.0%	100.0%	100.0%	100.0%
	None	Combined Math & Reading Standardized Test Score	Top Half	Count	36087	25707	17175	78969
				%	18.1%	27.7%	41.1%	23.6%
			Bottom Half	Count	163558	67254	24564	255376
				%	81.9%	72.3%	58.9%	76.4%
		Total		Count	199645	92961	41739	334345
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	58542	49271	39275	147088
				%	19.8%	31.8%	52.2%	28.0%
			Bottom Half	Count	237343	105501	36011	378855
				%	80.2%	68.2%	47.8%	72.0%
		Total		Count	295885	154772	75286	525943
				%	100.0%	100.0%	100.0%	100.0%
NH-ASIAN	>One	Combined Math & Reading Standardized Test Score	Top Half	Count	5241	6604	18638	30483
				%	55.6%	71.6%	84.8%	75.1%
			Bottom Half	Count	4177	2616	3334	10127
				%	44.4%	28.4%	15.2%	24.9%
		Total		Count	9418	9220	21972	40610
				%	100.0%	100.0%	100.0%	100.0%
	One	Combined Math & Reading Standardized Test Score	Top Half	Count	5044	6912	12012	23968
				%	39.8%	62.9%	85.5%	63.6%
			Bottom Half	Count	7621	4085	2036	13742
				%	60.2%	37.1%	14.5%	36.4%
		Total		Count	12665	10997	14048	37710
				%	100.0%	100.0%	100.0%	100.0%
	None	Combined Math & Reading Standardized Test Score	Top Half	Count	8288	9131	10024	27443
				%	33.4%	47.9%	57.3%	44.7%
			Bottom Half	Count	16529	9931	7458	33918
				%	66.6%	52.1%	42.7%	55.3%
		Total		Count	24817	19062	17482	61361
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	18573	22547	40674	81894
				%	39.6%	57.7%	76.0%	58.6%
			Bottom Half	Count	28327	16632	12828	57787
				%	60.4%	42.3%	24.0%	41.4%

Table 25 contd

		Total		Count	24817	19062	17482	61361
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	18573	22647	40674	81894
				%	39.6%	57.7%	76.0%	58.6%
			Bottom Half	Count	28327	16632	12828	57787
				%	60.4%	42.3%	24.0%	41.4%
		Total		Count	46900	39279	53502	139681
				%	100.0%	100.0%	100.0%	100.0%
NH-BLK	>One	Combined Math & Reading Standardized Test Score	Top Half	Count	6051	7553	14252	27856
				%	16.9%	19.7%	59.9%	28.5%
			Bottom Half	Count	29817	30693	9539	70049
				%	83.1%	80.3%	40.1%	71.5%
		Total		Count	35868	38246	23791	97905
				%	100.0%	100.0%	100.0%	100.0%
	One	Combined Math & Reading Standardized Test Score	Top Half	Count	6234	12880	10571	29685
				%	13.6%	29.0%	45.0%	26.1%
			Bottom Half	Count	39752	31506	12902	84160
				%	86.4%	71.0%	55.0%	73.9%
		Total		Count	45986	44386	23473	113845
				%	100.0%	100.0%	100.0%	100.0%
	None	Combined Math & Reading Standardized Test Score	Top Half	Count	9715	19292	17047	46054
				%	9.0%	18.5%	37.6%	17.8%
			Bottom Half	Count	98726	85233	28347	212306
				%	91.0%	81.5%	62.4%	82.2%
		Total		Count	108441	104525	45394	258360
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	22000	39725	41870	103595
				%	11.6%	21.2%	45.2%	22.0%
			Bottom Half	Count	168295	147432	50768	366515
				%	88.4%	78.8%	54.8%	78.0%
		Total		Count	190295	187157	92658	470110
				%	100.0%	100.0%	100.0%	100.0%
NH-WHT	>One	Combined Math & Reading Standardized Test Score	Top Half	Count	42093	132568	238569	413230
				%	51.8%	74.1%	87.9%	77.7%
			Bottom Half	Count	39157	46379	32746	118282
				%	48.2%	25.9%	12.1%	22.3%
		Total		Count	81250	178947	271315	531512
				%	100.0%	100.0%	100.0%	100.0%
	One	Combined Math & Reading Standardized Test Score	Top Half	Count	51356	132342	184511	368209
				%	45.3%	61.3%	79.0%	65.4%
			Bottom Half	Count	62119	83547	48934	194600
				%	54.7%	38.7%	21.0%	34.6%
		Total		Count	113475	215889	233445	562809
				%	100.0%	100.0%	100.0%	100.0%
	None	Combined Math & Reading Standardized Test Score	Top Half	Count	87453	207064	207940	502457
				%	35.9%	52.9%	68.6%	53.6%
			Bottom Half	Count	155811	184698	95323	435832
				%	64.1%	47.1%	31.4%	46.4%
		Total		Count	243264	391762	303263	938289
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	180902	471974	631020	1283896
				%	41.3%	60.0%	78.1%	63.2%

Table 25 contd

			Bottom Half	Count	257087	314624	177003	748714
				%	58.7%	40.0%	21.9%	36.8%
		Total		Count	437969	786598	808023	2032610
				%	100.0%	100.0%	100.0%	100.0%
Total	>One	Combined Math & Reading Standardized Test Score	Top Half	Count	64737	154672	284837	504246
				%	39.0%	62.5%	85.0%	67.4%
			Bottom Half	Count	101379	92619	50248	244246
				%	61.0%	37.5%	15.0%	32.6%
		Total		Count	166116	247291	335085	748492
				%	100.0%	100.0%	100.0%	100.0%
	One	Combined Math & Reading Standardized Test Score	Top Half	Count	73737	167751	215816	457304
				%	32.2%	53.7%	75.3%	55.3%
			Bottom Half	Count	155049	144454	70690	370193
				%	67.8%	46.3%	24.7%	44.7%
		Total		Count	228786	312205	286506	827497
				%	100.0%	100.0%	100.0%	100.0%
	None	Combined Math & Reading Standardized Test Score	Top Half	Count	141543	261194	252186	654923
				%	24.6%	42.9%	61.8%	41.1%
			Bottom Half	Count	434624	347116	155692	937432
				%	75.4%	57.1%	38.2%	58.9%
		Total		Count	576167	608310	407878	1592355
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	280017	583617	752839	1616473
				%	28.8%	50.0%	73.1%	51.0%
			Bottom Half	Count	691052	584189	276630	1551871
				%	71.2%	50.0%	26.9%	49.0%
		Total		Count	971069	1167806	1029469	3168344
				%	100.0%	100.0%	100.0%	100.0%

Table 26: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc Faminc) * Parent Aspirations * RaceEth (Race & Hispanic) C-tab

RaceEth (Race & Hispanic)	Parent Aspirations				Ses2 (Comp Pared Parocc Faminc) Low	Middle	High	Total
Hispanic	At least Masters	Combined Math & Reading Standardized Test Score	Top Half	Count	28536	31118	28641	88295
				%	25.4%	41.3%	67.9%	38.4%
			Bottom Half	Count	83994	44150	13549	141693
				%	74.6%	58.7%	32.1%	61.6%
		Total		Count	112530	75268	42190	229988
				%	100.0%	100.0%	100.0%	100.0%
	College grad	Combined Math & Reading Standardized Test Score	Top Half	Count	25728	17743	10443	53914
				%	18.0%	27.7%	35.3%	22.8%
			Bottom Half	Count	116821	46309	19150	182280
				%	82.0%	72.3%	64.7%	77.2%
		Total		Count	142549	64052	29593	236194
				%	100.0%	100.0%	100.0%	100.0%
	<College grad	Combined Math & Reading Standardized Test Score	Top Half	Count	5044	1303	1028	7375
				%	9.9%	6.6%	18.9%	9.7%
			Bottom Half	Count	45883	18417	4398	68698
				%	90.1%	93.4%	81.1%	90.3%
		Total		Count	50927	19720	5426	76073
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	59308	50164	40112	149584
				%	19.4%	31.5%	52.0%	27.6%
			Bottom Half	Count	246698	108876	37097	392671
				%	80.6%	68.5%	48.0%	72.4%
		Total		Count	306006	159040	77209	542255
				%	100.0%	100.0%	100.0%	100.0%
NH-ASIAN	At least Masters	Combined Math & Reading Standardized Test Score	Top Half	Count	11272	12818	29274	53364
				%	49.6%	62.1%	83.1%	67.9%
			Bottom Half	Count	11449	7819	5970	25238
				%	50.4%	37.9%	16.9%	32.1%
		Total		Count	22721	20637	35244	78602
				%	100.0%	100.0%	100.0%	100.0%
	College grad	Combined Math & Reading Standardized Test Score	Top Half	Count	6956	8610	11708	27274
				%	33.2%	56.2%	64.2%	50.0%
			Bottom Half	Count	14011	6709	6539	27259
				%	66.8%	43.8%	35.8%	50.0%
		Total		Count	20967	15319	18247	54533
				%	100.0%	100.0%	100.0%	100.0%
	<College grad	Combined Math & Reading Standardized Test Score	Top Half	Count	453	1369	380	2202
				%	9.9%	36.0%	37.7%	23.5%
			Bottom Half	Count	4119	2433	627	7179
				%	90.1%	64.0%	62.3%	76.5%
		Total		Count	4572	3802	1007	9381
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	18681	22797	41362	82840
				%	38.7%	57.3%	75.9%	58.1%
			Bottom Half	Count	29579	16961	13136	59676
				%	61.3%	42.7%	24.1%	41.9%
		Total		Count	48260	39758	54498	142516
				%	100.0%	100.0%	100.0%	100.0%

Table 26 contd

NH-BLK	At least Masters	Combined Math & Reading Standardized Test Score	Top Half	Count	12917	24485	29996	67398
				%	14.8%	22.5%	52.5%	26.6%
			Bottom Half	Count	74272	84251	27128	185651
				%	85.2%	77.5%	47.5%	73.4%
		Total		Count	87189	108736	57124	253049
				%	100.0%	100.0%	100.0%	100.0%
	College grad	Combined Math & Reading Standardized Test Score	Top Half	Count	7423	13048	12006	32477
				%	8.7%	19.1%	35.3%	17.3%
			Bottom Half	Count	78158	55359	21973	155490
				%	91.3%	80.9%	64.7%	82.7%
		Total		Count	85581	68407	33979	187967
				%	100.0%	100.0%	100.0%	100.0%
	<College grad	Combined Math & Reading Standardized Test Score	Top Half	Count	2272	2553	795	5620
				%	7.6%	15.6%	18.7%	11.2%
			Bottom Half	Count	27455	13785	3446	44686
				%	92.4%	84.4%	81.3%	88.8%
		Total		Count	29727	16338	4241	50306
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	22612	40086	42797	105495
				%	11.2%	20.7%	44.9%	21.5%
			Bottom Half	Count	179685	153395	52547	385627
				%	88.8%	79.3%	55.1%	78.5%
		Total		Count	202497	193481	95344	491322
				%	100.0%	100.0%	100.0%	100.0%
NH-WHT	At least Masters	Combined Math & Reading Standardized Test Score	Top Half	Count	67623	185668	346892	600183
				%	58.2%	72.6%	86.6%	77.7%
			Bottom Half	Count	48485	70238	53638	172361
				%	41.8%	27.4%	13.4%	22.3%
		Total		Count	116108	255906	400530	772544
				%	100.0%	100.0%	100.0%	100.0%
	College grad	Combined Math & Reading Standardized Test Score	Top Half	Count	86012	254452	270603	611067
				%	44.7%	61.1%	72.4%	62.2%
			Bottom Half	Count	106195	162127	103008	371330
				%	55.3%	38.9%	27.6%	37.8%
		Total		Count	192207	416579	373611	982397
				%	100.0%	100.0%	100.0%	100.0%
	<College grad	Combined Math & Reading Standardized Test Score	Top Half	Count	28423	34917	15511	78851
				%	21.1%	28.0%	39.2%	26.4%
			Bottom Half	Count	106499	89748	24062	220309
				%	78.9%	72.0%	60.8%	73.6%
		Total		Count	134922	124665	39573	299160
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	182058	475037	633006	1290101
				%	41.1%	59.6%	77.6%	62.8%
			Bottom Half	Count	261179	322113	180708	764000
				%	58.9%	40.4%	22.2%	37.2%
		Total		Count	443237	797150	813714	2054101
				%	100.0%	100.0%	100.0%	100.0%
Total	At least Masters	Combined Math & Reading Standardized Test Score	Top Half	Count	120348	254089	434803	809240
				%	35.5%	55.2%	81.3%	60.7%
			Bottom Half	Count	218200	206458	100285	524943
				%	64.5%	44.8%	18.7%	39.3%
		Total		Count	338548	460547	535088	1334183
				%	100.0%	100.0%	100.0%	100.0%

Table 26 contd

College grad	Combined Math & Reading Standardized Test Score	Top Half	Count	126119	293853	304760	724732
			%	28.6%	52.1%	66.9%	49.6%
		Bottom Half	Count	315185	270504	150670	736359
			%	71.4%	47.9%	33.1%	50.4%
	Total		Count	441304	564357	455430	1461091
			%	100.0%	100.0%	100.0%	100.0%
<College grad	Combined Math & Reading Standardized Test Score	Top Half	Count	36192	40142	17714	94048
			%	16.4%	24.4%	35.3%	21.6%
		Bottom Half	Count	183956	124383	32533	340872
			%	83.6%	75.6%	64.7%	78.4%
	Total		Count	220148	164525	50247	434920
			%	100.0%	100.0%	100.0%	100.0%
Total	Combined Math & Reading Standardized Test Score	Top Half	Count	282659	588084	757277	1628020
			%	28.3%	49.4%	72.8%	50.4%
		Bottom Half	Count	717341	601345	283488	1602174
			%	71.7%	50.6%	27.2%	49.6%
	Total		Count	1000000	1189429	1040765	3230194
			%	100.0%	100.0%	100.0%	100.0%

Table 27: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc Faminc) * Sex * RaceEth (Race & Hispanic) C-tab

RaceEth (Race & Hispanic)	Sex				Ses2 (Comp Pared Parocc Faminc) Low	Middle	High	Total
Hispanic	Female	Combined Math & Reading Standardized Test Score	Top Half	Count	29526	26028	20141	75695
				%	18.6%	33.9%	51.3%	27.6%
			Bottom Half	Count	129138	50672	19127	198937
				%	81.4%	66.1%	48.7%	72.4%
		Total		Count	158664	76700	39268	274632
				%	100.0%	100.0%	100.0%	100.0%
	Male	Combined Math & Reading Standardized Test Score	Top Half	Count	29783	24136	19970	73889
				%	20.2%	29.3%	52.6%	27.6%
			Bottom Half	Count	117560	58204	17970	193734
				%	79.8%	70.7%	47.4%	72.4%
		Total		Count	147343	82340	37940	267623
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	59309	50164	40111	149584
				%	19.4%	31.5%	52.0%	27.6%
			Bottom Half	Count	246698	108876	37097	392671
				%	80.6%	68.5%	48.0%	72.4%
		Total		Count	306007	159040	77208	542255
				%	100.0%	100.0%	100.0%	100.0%
NH-ASIAN	Female	Combined Math & Reading Standardized Test Score	Top Half	Count	8279	12087	20829	41195
				%	39.3%	56.3%	81.9%	60.6%
			Bottom Half	Count	12800	9400	4616	26816
				%	60.7%	43.7%	18.1%	39.4%
		Total		Count	21079	21487	25445	68011
				%	100.0%	100.0%	100.0%	100.0%
	Male	Combined Math & Reading Standardized Test Score	Top Half	Count	10403	10710	20533	41646
				%	38.3%	58.6%	70.7%	55.9%
			Bottom Half	Count	16779	7561	8520	32860
				%	61.7%	41.4%	29.3%	44.1%
		Total		Count	27182	18271	29053	74506
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	18682	22797	41362	82841
				%	38.7%	57.3%	75.9%	58.1%
			Bottom Half	Count	29579	16961	13136	59676
				%	61.3%	42.7%	24.1%	41.9%
		Total		Count	48261	39758	54498	142517
				%	100.0%	100.0%	100.0%	100.0%
NH-BLK	Female	Combined Math & Reading Standardized Test Score	Top Half	Count	11477	21184	18864	51525
				%	10.9%	22.4%	47.0%	21.5%
			Bottom Half	Count	93765	73423	21270	188458
				%	89.1%	77.6%	53.0%	78.5%
		Total		Count	105242	94607	40134	239983
				%	100.0%	100.0%	100.0%	100.0%
	Male	Combined Math & Reading Standardized Test Score	Top Half	Count	11135	18902	23932	53969
				%	11.4%	19.1%	43.3%	21.5%
			Bottom Half	Count	86120	79971	31276	197367
				%	88.6%	80.9%	56.7%	78.5%

Table 27 contd

		Total		Count	97255	98873	55208	251336
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	22612	40086	42796	105494
				%	11.2%	20.7%	44.9%	21.5%
			Bottom Half	Count	179885	153394	52546	385825
				%	88.8%	79.3%	55.1%	78.5%
		Total		Count	202497	193480	95342	491319
				%	100.0%	100.0%	100.0%	100.0%
NH-WHT	Female	Combined Math & Reading Standardized Test Score	Top Half	Count	99579	233429	318502	651510
				%	42.5%	60.7%	79.0%	63.8%
			Bottom Half	Count	134498	151161	84635	370294
				%	57.5%	39.3%	21.0%	36.2%
		Total		Count	234077	384590	403137	1021804
				%	100.0%	100.0%	100.0%	100.0%
	Male	Combined Math & Reading Standardized Test Score	Top Half	Count	82479	241608	314504	638591
				%	39.4%	58.6%	76.6%	61.9%
			Bottom Half	Count	126682	170953	96074	393709
				%	60.6%	41.4%	23.4%	38.1%
		Total		Count	209161	412561	410578	1032300
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	182058	475037	633006	1290101
				%	41.1%	59.6%	77.8%	62.8%
			Bottom Half	Count	261180	322114	180709	764003
				%	58.9%	40.4%	22.2%	37.2%
		Total		Count	443238	797151	813715	2054104
				%	100.0%	100.0%	100.0%	100.0%
Total	Female	Combined Math & Reading Standardized Test Score	Top Half	Count	148861	292728	378336	819925
				%	28.7%	50.7%	74.5%	51.1%
			Bottom Half	Count	370201	284656	129648	784505
				%	71.3%	49.3%	25.5%	48.9%
		Total		Count	519062	577384	507984	1604430
				%	100.0%	100.0%	100.0%	100.0%
	Male	Combined Math & Reading Standardized Test Score	Top Half	Count	133800	295356	378939	808095
				%	27.8%	48.3%	71.1%	49.7%
			Bottom Half	Count	347141	316689	153840	817670
				%	72.2%	51.7%	28.9%	50.3%
		Total		Count	480941	612045	532779	1625765
				%	100.0%	100.0%	100.0%	100.0%
	Total	Combined Math & Reading Standardized Test Score	Top Half	Count	282661	588084	757275	1628020
				%	28.3%	49.4%	72.8%	50.4%
			Bottom Half	Count	717342	601345	283488	1602175
				%	71.7%	50.6%	27.2%	49.6%
		Total		Count	1000003	1189429	1040763	3230195
				%	100.0%	100.0%	100.0%	100.0%

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